ACCREDITED

2018-19 ANNUAL REPORT

PASADENA INDEPENDENT SCHOOL DISTRICT

JANUARY 2020

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

District Number: **101917**

2019 Accountability Rating: **B**

2019 Special Education Determination Status:

Needs Assistance

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

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

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	76%	**80%**	73%	80%	83%	*	93%	-	79%	45%	80%	81%	75%	79%	82%
	2018	77%	77%	**78%**	68%	78%	82%	*	94%	*	89%	50%	76%	79%	76%	77%	80%
At Meets Grade Level or Above	2019	45%	46%	**42%**	31%	42%	45%	*	65%	-	47%	22%	36%	43%	38%	40%	46%
	2018	43%	44%	**40%**	28%	40%	49%	*	60%	*	43%	29%	42%	41%	35%	37%	42%
At Masters Grade Level	2019	27%	28%	**23%**	14%	23%	23%	*	46%	-	37%	5%	18%	24%	20%	22%	25%
	2018	25%	25%	**19%**	15%	19%	25%	*	35%	*	36%	6%	15%	20%	18%	18%	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	**78%**	67%	78%	83%	*	94%	-	79%	49%	85%	79%	75%	77%	82%
	2018	78%	79%	**78%**	68%	78%	84%	*	93%	*	72%	53%	76%	79%	73%	77%	82%
At Meets Grade Level or Above	2019	49%	49%	**41%**	28%	40%	56%	*	79%	-	53%	25%	44%	42%	35%	39%	45%
	2018	47%	48%	**40%**	28%	39%	46%	*	75%	*	41%	32%	35%	41%	34%	38%	44%
At Masters Grade Level	2019	25%	25%	**17%**	11%	16%	26%	*	49%	-	21%	8%	18%	18%	13%	16%	20%
	2018	23%	24%	**16%**	12%	15%	17%	*	39%	*	10%	9%	15%	16%	13%	15%	17%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	75%	**77%**	70%	77%	82%	-	97%	*	81%	45%	74%	78%	72%	76%	75%
	2018	73%	73%	**71%**	66%	71%	78%	57%	83%	-	83%	45%	72%	73%	65%	69%	70%
At Meets Grade Level or Above	2019	44%	45%	**41%**	35%	40%	52%	-	73%	*	46%	25%	35%	42%	37%	39%	38%
	2018	46%	46%	**41%**	35%	40%	55%	29%	60%	-	67%	30%	32%	42%	37%	38%	37%
At Masters Grade Level	2019	22%	23%	**17%**	16%	16%	30%	-	38%	*	27%	7%	13%	17%	17%	16%	15%
	2018	24%	25%	**19%**	16%	18%	26%	0%	37%	-	42%	10%	15%	20%	16%	16%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**75%**	63%	75%	80%	-	93%	*	88%	45%	78%	77%	68%	74%	79%
	2018	78%	80%	**77%**	66%	78%	78%	57%	92%	-	88%	51%	87%	79%	70%	76%	81%
At Meets Grade Level or Above	2019	48%	49%	**40%**	30%	39%	47%	-	78%	*	35%	28%	42%	42%	35%	39%	45%
	2018	49%	51%	**43%**	32%	43%	52%	14%	74%	-	63%	32%	48%	46%	36%	41%	46%
At Masters Grade Level	2019	28%	30%	**18%**	12%	18%	21%	-	51%	*	19%	11%	18%	19%	15%	17%	20%
	2018	27%	29%	**20%**	14%	19%	26%	14%	53%	-	33%	11%	20%	21%	17%	18%	21%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	67%	**66%**	64%	65%	72%	-	91%	*	81%	35%	58%	67%	63%	65%	66%
	2018	63%	63%	**62%**	53%	62%	68%	57%	79%	-	63%	36%	49%	64%	55%	60%	64%
At Meets Grade Level or Above	2019	35%	35%	**30%**	30%	28%	39%	-	58%	*	54%	22%	27%	31%	27%	28%	28%
	2018	39%	40%	**36%**	37%	35%	43%	43%	56%	-	38%	27%	31%	38%	30%	34%	36%
At Masters Grade Level	2019	11%	11%	**8%**	8%	7%	11%	-	23%	*	15%	6%	4%	8%	7%	7%	7%
	2018	11%	11%	**8%**	6%	7%	11%	0%	20%	-	8%	8%	5%	8%	6%	6%	7%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	**84%**	77%	84%	88%	86%	92%	*	100%	55%	84%	85%	80%	83%	83%
	2018	84%	83%	**79%**	73%	78%	89%	*	97%	60%	94%	52%	77%	81%	73%	77%	77%
At Meets Grade Level or Above	2019	54%	54%	**47%**	41%	45%	59%	43%	75%	*	72%	31%	42%	48%	41%	43%	42%
	2018	54%	54%	**45%**	42%	43%	60%	*	80%	60%	64%	28%	41%	47%	37%	42%	41%

District Name: PASADENA ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	30%	**21%**	19%	20%	35%	0%	44%	*	56%	8%	25%	23%	17%	19%	18%
	2018	26%	27%	**18%**	19%	17%	31%	*	41%	40%	33%	9%	12%	20%	14%	16%	16%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	89%	**87%**	79%	88%	90%	100%	97%	*	100%	68%	88%	89%	83%	86%	89%
	2018	91%	90%	**88%**	82%	88%	91%	*	99%	100%	91%	68%	84%	90%	83%	87%	88%
At Meets Grade Level or Above	2019	58%	59%	**48%**	36%	47%	57%	14%	80%	*	78%	34%	49%	50%	42%	45%	48%
	2018	58%	58%	**48%**	42%	47%	54%	*	87%	80%	61%	33%	41%	51%	39%	46%	47%
At Masters Grade Level	2019	36%	38%	**25%**	17%	24%	32%	0%	63%	*	50%	15%	23%	26%	21%	23%	25%
	2018	30%	31%	**20%**	12%	19%	29%	*	58%	60%	27%	12%	14%	22%	14%	18%	21%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	**73%**	65%	73%	82%	71%	91%	-	100%	47%	74%	75%	68%	71%	71%
	2018	76%	76%	**75%**	66%	75%	85%	*	96%	80%	84%	53%	70%	78%	67%	73%	76%
At Meets Grade Level or Above	2019	49%	50%	**44%**	32%	43%	61%	29%	77%	-	78%	31%	47%	46%	37%	41%	42%
	2018	41%	42%	**35%**	25%	34%	50%	*	77%	40%	53%	27%	25%	37%	28%	33%	33%
At Masters Grade Level	2019	24%	25%	**19%**	10%	17%	31%	0%	49%	-	56%	12%	21%	20%	14%	16%	17%
	2018	17%	18%	**11%**	6%	10%	17%	*	35%	20%	16%	8%	6%	11%	9%	10%	11%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	69%	**66%**	64%	64%	77%	*	90%	*	90%	37%	62%	68%	59%	64%	62%
	2018	69%	71%	**65%**	56%	64%	77%	*	91%	*	65%	33%	55%	67%	57%	62%	63%
At Meets Grade Level or Above	2019	37%	38%	**31%**	34%	28%	45%	*	69%	*	45%	20%	25%	33%	22%	29%	27%
	2018	39%	41%	**31%**	22%	29%	48%	*	70%	*	35%	20%	19%	33%	25%	28%	28%
At Masters Grade Level	2019	18%	19%	**12%**	16%	10%	20%	*	35%	*	16%	6%	11%	13%	9%	11%	10%
	2018	19%	20%	**14%**	9%	12%	29%	*	34%	*	8%	9%	5%	15%	10%	11%	11%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	**73%**	66%	73%	82%	-	93%	*	96%	53%	71%	75%	68%	72%	72%
	2018	77%	78%	**68%**	62%	68%	74%	*	91%	*	73%	51%	78%	69%	65%	67%	69%
At Meets Grade Level or Above	2019	47%	48%	**26%**	23%	25%	33%	-	70%	*	40%	23%	31%	27%	23%	25%	25%
	2018	44%	46%	**22%**	16%	20%	33%	*	65%	*	14%	25%	26%	21%	22%	20%	22%
At Masters Grade Level	2019	21%	22%	**6%**	3%	5%	9%	-	43%	*	12%	9%	0%	5%	6%	5%	5%
	2018	18%	20%	**4%**	2%	4%	4%	*	30%	*	5%	10%	2%	4%	6%	4%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	**74%**	63%	74%	83%	*	94%	*	82%	36%	73%	76%	68%	72%	73%
	2018	74%	76%	**71%**	65%	70%	79%	*	93%	*	77%	37%	50%	73%	64%	69%	69%
At Meets Grade Level or Above	2019	49%	51%	**43%**	32%	41%	58%	*	80%	*	55%	24%	30%	44%	36%	40%	40%
	2018	48%	50%	**43%**	31%	42%	57%	*	71%	*	50%	25%	23%	45%	34%	40%	40%
At Masters Grade Level	2019	29%	31%	**23%**	15%	21%	35%	*	67%	*	32%	10%	17%	25%	18%	21%	22%
	2018	29%	30%	**24%**	17%	22%	37%	*	51%	*	41%	10%	15%	26%	17%	21%	21%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	**76%**	67%	75%	81%	*	97%	*	80%	46%	81%	77%	69%	74%	76%
	2018	72%	75%	**71%**	63%	70%	81%	*	91%	-	70%	48%	61%	73%	64%	69%	70%
At Meets Grade Level or Above	2019	43%	46%	**38%**	27%	36%	48%	*	83%	*	40%	26%	31%	39%	33%	35%	38%
	2018	40%	43%	**33%**	22%	31%	47%	*	79%	-	30%	22%	25%	34%	27%	30%	32%
At Masters Grade Level	2019	17%	18%	**9%**	5%	8%	15%	*	47%	*	8%	8%	5%	9%	8%	8%	9%

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	2018	18%	20%	**11%**	9%	9%	15%	*	51%	-	15%	7%	5%	11%	9%	9%	10%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	72%	**67%**	59%	66%	78%	*	93%	*	68%	31%	64%	69%	61%	65%	65%
	2018	69%	69%	**63%**	56%	61%	75%	*	85%	*	74%	26%	35%	65%	54%	60%	58%
At Meets Grade Level or Above	2019	42%	43%	**34%**	24%	33%	50%	*	74%	*	32%	20%	27%	35%	30%	32%	32%
	2018	43%	44%	**33%**	26%	32%	49%	*	61%	*	48%	19%	14%	35%	26%	30%	29%
At Masters Grade Level	2019	18%	19%	**12%**	11%	10%	24%	*	38%	*	14%	8%	5%	12%	9%	10%	9%
	2018	15%	16%	**8%**	6%	7%	14%	*	27%	*	4%	6%	0%	9%	5%	7%	7%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	**84%**	77%	84%	91%	*	99%	100%	74%	48%	75%	86%	76%	83%	82%
	2018	86%	86%	**84%**	82%	84%	87%	*	94%	*	91%	49%	77%	86%	77%	83%	81%
At Meets Grade Level or Above	2019	55%	56%	**47%**	34%	47%	61%	*	69%	33%	52%	22%	25%	51%	35%	45%	43%
	2018	49%	51%	**44%**	40%	42%	52%	*	72%	*	64%	23%	31%	46%	33%	41%	36%
At Masters Grade Level	2019	28%	30%	**21%**	15%	20%	32%	*	40%	0%	35%	7%	14%	22%	14%	18%	16%
	2018	27%	28%	**21%**	14%	20%	26%	*	46%	*	27%	7%	10%	22%	14%	19%	16%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	**90%**	84%	90%	93%	*	99%	100%	83%	64%	86%	90%	87%	89%	90%
	2018	86%	87%	**91%**	91%	90%	91%	*	97%	*	78%	65%	80%	91%	88%	90%	91%
At Meets Grade Level or Above	2019	57%	58%	**58%**	50%	57%	62%	*	89%	40%	50%	34%	50%	59%	52%	56%	58%
	2018	51%	52%	**56%**	50%	56%	60%	*	85%	*	52%	31%	46%	58%	50%	55%	58%
At Masters Grade Level	2019	17%	18%	**16%**	12%	14%	21%	*	57%	0%	17%	10%	10%	17%	12%	14%	16%
	2018	15%	16%	**16%**	12%	15%	21%	*	43%	*	17%	9%	15%	17%	12%	15%	17%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	81%	**78%**	72%	78%	88%	*	97%	67%	70%	50%	76%	80%	70%	77%	76%
	2018	76%	77%	**74%**	69%	74%	81%	*	91%	*	68%	45%	66%	76%	66%	72%	72%
At Meets Grade Level or Above	2019	51%	52%	**44%**	36%	42%	62%	*	82%	17%	52%	27%	33%	46%	35%	42%	40%
	2018	52%	53%	**47%**	32%	46%	60%	*	79%	*	55%	26%	39%	49%	37%	44%	43%
At Masters Grade Level	2019	25%	27%	**17%**	11%	16%	27%	*	42%	17%	22%	9%	5%	19%	10%	16%	15%
	2018	28%	29%	**23%**	15%	22%	31%	*	58%	*	23%	8%	21%	25%	17%	21%	19%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	**68%**	59%	67%	80%	*	94%	17%	65%	44%	67%	70%	61%	66%	65%
	2018	65%	66%	**66%**	62%	65%	73%	*	90%	*	73%	38%	61%	67%	60%	64%	63%
At Meets Grade Level or Above	2019	37%	38%	**34%**	31%	33%	46%	*	63%	17%	26%	24%	26%	36%	27%	32%	31%
	2018	36%	37%	**34%**	29%	33%	43%	*	59%	*	45%	23%	29%	35%	27%	32%	31%
At Masters Grade Level	2019	21%	23%	**17%**	13%	16%	25%	*	42%	0%	22%	10%	17%	19%	12%	16%	15%
	2018	21%	22%	**18%**	12%	17%	22%	*	49%	*	18%	8%	11%	19%	12%	16%	16%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	67%	**60%**	51%	60%	66%	30%	77%	*	76%	22%	44%	63%	49%	59%	50%
	2018	65%	65%	**57%**	45%	57%	64%	27%	88%	*	68%	20%	42%	60%	48%	56%	45%
At Meets Grade Level or Above	2019	50%	50%	**42%**	32%	41%	52%	0%	69%	*	64%	10%	36%	44%	32%	40%	31%
	2018	44%	45%	**35%**	24%	34%	48%	9%	71%	*	45%	10%	27%	37%	28%	32%	21%
At Masters Grade Level	2019	11%	11%	**6%**	5%	5%	11%	0%	30%	*	15%	2%	1%	7%	4%	5%	2%
	2018	7%	8%	**5%**	3%	4%	11%	0%	24%	*	13%	3%	3%	5%	4%	4%	1%

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End of Course English II																	
At Approaches Grade Level or Above	2019	68%	69%	**61%**	55%	60%	70%	50%	77%	-	70%	22%	43%	64%	46%	59%	43%
	2018	67%	67%	**58%**	54%	58%	68%	44%	67%	*	73%	21%	53%	62%	44%	56%	35%
At Meets Grade Level or Above	2019	49%	50%	**41%**	36%	39%	54%	8%	64%	-	63%	12%	29%	44%	26%	38%	21%
	2018	48%	48%	**38%**	32%	37%	50%	11%	54%	*	58%	12%	24%	41%	25%	36%	16%
At Masters Grade Level	2019	8%	9%	**5%**	3%	4%	9%	0%	19%	-	13%	4%	0%	6%	3%	4%	1%
	2018	8%	9%	**4%**	2%	4%	6%	0%	18%	*	4%	3%	0%	4%	2%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	84%	**90%**	81%	90%	88%	67%	95%	*	82%	62%	79%	91%	83%	89%	91%
	2018	83%	83%	**81%**	70%	81%	85%	71%	94%	*	77%	44%	86%	83%	72%	80%	80%
At Meets Grade Level or Above	2019	61%	61%	**73%**	61%	73%	70%	50%	89%	*	68%	35%	53%	75%	61%	72%	72%
	2018	55%	55%	**49%**	33%	49%	55%	14%	83%	*	46%	15%	43%	52%	37%	49%	47%
At Masters Grade Level	2019	37%	38%	**46%**	35%	46%	52%	50%	74%	*	50%	12%	29%	49%	35%	45%	46%
	2018	32%	34%	**27%**	11%	27%	32%	0%	66%	*	23%	5%	22%	30%	17%	26%	27%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	88%	**87%**	80%	87%	90%	*	93%	*	93%	58%	85%	89%	80%	86%	83%
	2018	87%	86%	**85%**	78%	85%	90%	86%	94%	*	92%	52%	80%	87%	77%	84%	80%
At Meets Grade Level or Above	2019	62%	63%	**60%**	54%	60%	69%	*	75%	*	78%	22%	46%	64%	46%	59%	49%
	2018	59%	60%	**57%**	46%	56%	73%	71%	83%	*	62%	20%	55%	60%	46%	55%	43%
At Masters Grade Level	2019	25%	28%	**21%**	15%	20%	28%	*	52%	*	37%	5%	17%	23%	15%	19%	14%
	2018	24%	26%	**21%**	13%	19%	34%	14%	56%	*	38%	3%	20%	23%	14%	19%	10%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	**92%**	88%	92%	96%	100%	96%	*	94%	68%	77%	94%	85%	92%	84%
	2018	92%	91%	**92%**	90%	92%	94%	100%	97%	80%	100%	67%	93%	93%	88%	91%	83%
At Meets Grade Level or Above	2019	73%	75%	**73%**	72%	72%	85%	57%	86%	*	89%	37%	49%	75%	61%	72%	47%
	2018	70%	71%	**70%**	63%	70%	77%	83%	85%	60%	96%	37%	64%	73%	60%	69%	46%
At Masters Grade Level	2019	45%	49%	**42%**	36%	40%	61%	14%	60%	*	78%	12%	23%	44%	32%	40%	19%
	2018	40%	43%	**37%**	28%	35%	52%	67%	59%	60%	67%	10%	50%	38%	31%	35%	16%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**76%**	69%	76%	83%	69%	92%	78%	83%	46%	73%	78%	69%	75%	74%
	2018	77%	77%	**74%**	67%	74%	80%	66%	90%	68%	80%	44%	69%	76%	67%	72%	72%
At Meets Grade Level or Above	2019	50%	51%	**45%**	37%	44%	56%	29%	75%	35%	55%	24%	37%	47%	37%	43%	40%
	2018	48%	49%	**42%**	33%	41%	53%	37%	72%	44%	52%	23%	34%	44%	34%	40%	37%
At Masters Grade Level	2019	24%	25%	**18%**	14%	17%	26%	8%	45%	12%	28%	8%	13%	19%	14%	17%	16%
	2018	22%	23%	**16%**	11%	15%	23%	11%	42%	34%	23%	7%	11%	17%	12%	15%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	75%	**72%**	64%	71%	79%	57%	88%	81%	81%	36%	68%	74%	64%	71%	68%
	2018	74%	74%	**69%**	62%	69%	77%	49%	87%	56%	80%	34%	64%	71%	61%	68%	65%
At Meets Grade Level or Above	2019	48%	49%	**42%**	34%	40%	53%	16%	70%	31%	55%	19%	33%	44%	33%	39%	36%
	2018	46%	47%	**39%**	31%	38%	52%	22%	67%	38%	53%	20%	31%	41%	31%	36%	33%
At Masters Grade Level	2019	21%	22%	**15%**	12%	14%	23%	5%	38%	19%	26%	5%	13%	16%	11%	14%	13%
	2018	19%	20%	**14%**	11%	13%	22%	3%	34%	31%	25%	6%	10%	15%	11%	13%	13%

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

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

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**82%**	73%	82%	86%	85%	96%	93%	87%	56%	81%	83%	77%	81%	83%
	2018	81%	82%	**80%**	71%	80%	84%	79%	94%	91%	79%	53%	80%	81%	73%	78%	81%
At Meets Grade Level or Above	2019	52%	53%	**47%**	38%	47%	55%	45%	82%	53%	51%	30%	43%	49%	41%	46%	48%
	2018	50%	51%	**43%**	32%	42%	51%	38%	79%	55%	45%	26%	38%	44%	35%	41%	43%
At Masters Grade Level	2019	26%	28%	**21%**	14%	20%	27%	20%	56%	13%	25%	11%	15%	22%	17%	19%	21%
	2018	24%	25%	**17%**	10%	16%	22%	13%	50%	45%	19%	8%	13%	18%	13%	16%	17%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	**66%**	62%	65%	75%	*	92%	*	75%	33%	61%	68%	62%	65%	66%
	2018	66%	66%	**62%**	54%	62%	71%	55%	82%	*	68%	31%	43%	65%	55%	60%	61%
At Meets Grade Level or Above	2019	38%	39%	**32%**	27%	30%	44%	*	67%	*	44%	21%	27%	33%	28%	30%	30%
	2018	41%	42%	**35%**	31%	34%	46%	36%	58%	*	43%	23%	24%	37%	28%	32%	33%
At Masters Grade Level	2019	14%	15%	**10%**	10%	8%	17%	*	31%	*	15%	6%	4%	10%	8%	9%	8%
	2018	13%	13%	**8%**	6%	7%	13%	0%	24%	*	6%	7%	3%	8%	5%	6%	7%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	82%	**80%**	73%	80%	87%	73%	94%	75%	87%	52%	78%	82%	73%	78%	76%
	2018	80%	80%	**78%**	72%	78%	86%	82%	94%	57%	83%	50%	72%	80%	71%	77%	76%
At Meets Grade Level or Above	2019	54%	55%	**50%**	42%	49%	64%	33%	78%	25%	69%	26%	43%	53%	40%	48%	43%
	2018	51%	52%	**47%**	35%	46%	62%	73%	80%	29%	56%	23%	37%	50%	37%	44%	39%
At Masters Grade Level	2019	25%	27%	**19%**	12%	18%	29%	0%	48%	13%	37%	8%	16%	21%	13%	17%	15%
	2018	23%	24%	**18%**	11%	17%	28%	18%	50%	14%	25%	6%	14%	20%	13%	17%	13%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	**80%**	73%	80%	88%	82%	95%	29%	78%	56%	72%	82%	72%	79%	71%
	2018	78%	79%	**79%**	76%	78%	83%	100%	94%	67%	88%	53%	69%	80%	74%	78%	69%
At Meets Grade Level or Above	2019	55%	57%	**54%**	51%	52%	65%	36%	76%	29%	54%	31%	37%	56%	43%	51%	36%
	2018	53%	54%	**52%**	46%	51%	59%	63%	73%	50%	73%	30%	38%	54%	43%	50%	35%
At Masters Grade Level	2019	33%	36%	**30%**	24%	28%	43%	9%	52%	0%	46%	11%	20%	32%	21%	27%	17%
	2018	31%	32%	**27%**	20%	26%	36%	50%	55%	50%	45%	9%	21%	29%	21%	25%	16%

District Name: PASADENA ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Progress

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	63	**66**	64	65	70	-	78	*	70	59	54	67	64	65	64
	2018	63	64	**61**	65	60	59	50	73	-	74	65	63	60	63	60	60
Grade 4 Mathematics	2019	65	66	**61**	59	60	59	-	84	*	67	60	56	61	60	60	61
	2018	65	67	**61**	59	60	60	21	81	-	70	65	67	60	61	60	60
Grade 5 ELA/Reading	2019	81	81	**78**	80	77	84	83	87	-	75	69	81	77	80	78	78
	2018	80	80	**76**	75	75	77	*	81	100	74	77	77	75	77	75	76
Grade 5 Mathematics	2019	83	82	**76**	78	75	80	79	87	-	84	79	76	76	77	76	74
	2018	81	79	**74**	73	74	76	*	75	90	77	82	71	73	76	73	72
Grade 6 ELA/Reading	2019	42	44	**42**	45	41	47	*	57	*	43	40	37	43	40	42	41
	2018	47	49	**48**	40	48	54	*	63	*	21	40	53	49	46	47	48
Grade 6 Mathematics	2019	54	55	**50**	45	50	58	-	64	*	65	50	50	51	48	50	50
	2018	56	57	**56**	53	57	56	*	63	*	57	59	69	57	55	56	58
Grade 7 ELA/Reading	2019	77	78	**77**	73	77	79	*	91	*	82	66	75	78	76	76	78
	2018	76	77	**77**	67	78	80	*	84	*	82	68	70	78	73	77	79
Grade 7 Mathematics	2019	63	63	**57**	55	57	58	*	72	*	50	47	54	57	57	56	57
	2018	67	67	**65**	63	66	62	*	66	-	55	58	60	65	65	66	67
Grade 8 ELA/Reading	2019	77	78	**75**	73	76	73	*	79	60	78	71	67	76	73	75	76
	2018	79	79	**78**	79	78	75	*	80	*	75	73	76	78	79	78	78
Grade 8 Mathematics	2019	84	86	**88**	87	88	86	60	94	80	86	81	84	88	86	88	89
	2018	81	81	**86**	85	87	81	*	84	*	82	81	82	87	83	86	88
End of Course English II	2019	69	70	**68**	69	68	69	60	72	-	71	62	65	68	66	67	65
	2018	67	67	**65**	64	65	70	71	73	*	50	51	57	66	61	64	58
End of Course Algebra I	2019	75	75	**88**	84	89	85	*	98	*	80	67	82	89	85	88	88
	2018	72	72	**68**	57	68	72	*	87	*	64	40	64	69	61	67	67
All Grades Both Subjects	2019	69	70	**69**	68	69	71	68	81	60	69	63	64	69	67	68	68
	2018	69	70	**68**	65	68	69	59	76	92	65	63	68	69	67	68	68
All Grades ELA/Reading	2019	68	69	**68**	67	67	71	67	77	67	68	62	63	68	66	67	67
	2018	69	69	**68**	65	68	69	61	75	100	63	62	67	68	67	67	68
All Grades Mathematics	2019	70	71	**70**	68	70	72	69	84	54	70	65	65	71	68	70	70
	2018	70	70	**69**	65	69	69	55	77	83	68	64	69	69	67	69	69

District Name: PASADENA ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Prior Year and Student Success Initiative

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	40%	**42%**	37%	43%	52%	80%	51%	*	43%	21%	42%	38%
	2018	38%	38%	**36%**	35%	36%	39%	*	41%	*	36%	20%	36%	33%
Mathematics	2019	45%	45%	**48%**	41%	48%	51%	*	65%	*	59%	31%	47%	46%
	2018	47%	46%	**48%**	44%	49%	45%	*	36%	*	35%	33%	48%	48%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	77%	**73%**	65%	73%	78%	67%	88%	*	100%	34%	71%	57%
Students Requiring Accelerated Instruction	2019	22%	23%	**27%**	35%	27%	22%	33%	12%	*	0%	66%	29%	43%
STAAR Cumulative Met Standard	2019	86%	86%	**83%**	76%	84%	88%	78%	92%	*	100%	46%	82%	72%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	99%	**100%**	-	100%	-	-	-	-	-	*	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	83%	**79%**	69%	79%	83%	67%	96%	*	82%	48%	77%	70%
Students Requiring Accelerated Instruction	2019	17%	17%	**21%**	31%	21%	17%	33%	4%	*	18%	52%	23%	30%
STAAR Cumulative Met Standard	2019	90%	89%	**87%**	78%	87%	89%	78%	97%	*	100%	61%	86%	82%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	99%	**100%**	-	100%	-	-	-	-	-	*	100%	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	79%	**74%**	63%	73%	86%	*	89%	83%	77%	25%	72%	41%
Students Requiring Accelerated Instruction	2019	22%	21%	**26%**	37%	27%	14%	*	11%	17%	23%	75%	28%	59%
STAAR Cumulative Met Standard	2019	85%	86%	**83%**	77%	83%	91%	*	96%	100%	74%	39%	82%	60%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	83%	**84%**	79%	83%	89%	*	98%	80%	78%	48%	83%	70%
Students Requiring Accelerated Instruction	2019	18%	17%	**16%**	21%	17%	11%	*	2%	20%	22%	52%	17%	30%
STAAR Cumulative Met Standard	2019	88%	88%	**89%**	83%	89%	92%	*	99%	100%	83%	58%	88%	79%

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

(Current EL Students)

		State	Region 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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**76%**	71%	*	70%	93%	*	54%	40%	54%	59%	64%	63%
	2018	77%	77%	**74%**	71%	57%	69%	92%	60%	47%	44%	48%	57%	61%	60%
At Meets Grade Level or Above	2019	50%	51%	**45%**	32%	*	30%	58%	*	21%	11%	21%	24%	27%	27%
	2018	48%	49%	**42%**	32%	0%	30%	57%	40%	14%	14%	15%	21%	25%	24%
At Masters Grade Level	2019	24%	25%	**18%**	12%	*	11%	29%	*	5%	1%	5%	8%	9%	9%
	2018	22%	23%	**16%**	12%	0%	11%	24%	40%	3%	3%	4%	6%	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	75%	**72%**	69%	*	68%	93%	-	39%	20%	40%	56%	56%	56%
	2018	74%	74%	**69%**	66%	*	64%	91%	*	32%	21%	49%	53%	53%	53%
At Meets Grade Level or Above	2019	48%	49%	**42%**	30%	*	29%	56%	-	12%	6%	13%	21%	22%	22%
	2018	46%	47%	**39%**	30%	*	28%	57%	*	8%	4%	13%	18%	21%	21%
At Masters Grade Level	2019	21%	22%	**15%**	13%	*	11%	32%	-	2%	1%	2%	7%	8%	8%
	2018	19%	20%	**14%**	12%	*	11%	26%	*	2%	0%	4%	6%	8%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**82%**	78%	*	77%	95%	*	77%	83%	76%	69%	78%	76%
	2018	81%	82%	**80%**	79%	*	78%	95%	*	65%	64%	66%	67%	75%	74%
At Meets Grade Level or Above	2019	52%	53%	**47%**	37%	*	35%	58%	*	39%	30%	39%	31%	38%	37%
	2018	50%	51%	**43%**	36%	*	35%	59%	*	23%	20%	25%	27%	32%	32%
At Masters Grade Level	2019	26%	28%	**21%**	14%	*	13%	26%	*	12%	4%	12%	11%	14%	13%
	2018	24%	25%	**17%**	14%	*	13%	25%	*	6%	7%	6%	8%	12%	11%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	**66%**	65%	-	63%	94%	-	41%	-	41%	47%	57%	56%
	2018	66%	66%	**62%**	61%	*	60%	83%	*	29%	*	29%	43%	50%	49%
At Meets Grade Level or Above	2019	38%	39%	**32%**	26%	-	23%	62%	-	12%	-	12%	17%	21%	21%
	2018	41%	42%	**35%**	32%	*	30%	62%	*	7%	*	7%	19%	23%	23%
At Masters Grade Level	2019	14%	15%	**10%**	6%	-	4%	31%	-	1%	-	1%	3%	4%	4%
	2018	13%	13%	**8%**	6%	*	5%	20%	*	1%	*	1%	2%	4%	4%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	82%	**80%**	59%	-	57%	88%	*	63%	54%	63%	54%	61%	61%
	2018	80%	80%	**78%**	66%	-	63%	93%	-	57%	66%	46%	59%	61%	61%
At Meets Grade Level or Above	2019	54%	55%	**50%**	27%	-	24%	61%	*	20%	8%	20%	24%	23%	23%
	2018	51%	52%	**47%**	20%	-	17%	52%	-	16%	19%	14%	21%	18%	18%
At Masters Grade Level	2019	25%	27%	**19%**	9%	-	7%	29%	*	3%	0%	3%	6%	6%	6%
	2018	23%	24%	**18%**	5%	-	4%	14%	-	3%	2%	4%	2%	4%	3%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	**80%**	86%	*	*	90%	-	56%	74%	55%	48%	56%	55%
	2018	78%	79%	**79%**	100%	-	-	100%	-	55%	79%	32%	44%	55%	54%
At Meets Grade Level or Above	2019	55%	57%	**54%**	14%	*	*	10%	-	20%	17%	20%	17%	20%	20%
	2018	53%	54%	**52%**	0%	-	-	0%	-	22%	35%	9%	12%	22%	21%
At Masters Grade Level	2019	33%	36%	**30%**	0%	*	*	0%	-	7%	3%	7%	6%	7%	6%
	2018	31%	32%	**27%**	0%	-	-	0%	-	6%	10%	3%	2%	6%	6%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**69%**	59%	-	58%	64%	-	74%	91%	74%	65%	65%	65%
	2018	69%	70%	**68%**	62%	*	62%	58%	*	71%	51%	77%	65%	65%	65%
All Grades ELA/Reading	2019	68%	69%	**68%**	57%	-	57%	63%	-	72%	83%	72%	65%	64%	64%
	2018	69%	69%	**68%**	60%	-	61%	56%	-	71%	51%	77%	65%	65%	65%
All Grades Mathematics	2019	70%	71%	**70%**	60%	-	59%	65%	-	76%	100%	76%	65%	65%	65%
	2018	70%	70%	**69%**	63%	*	63%	60%	*	70%	51%	76%	65%	65%	65%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	40%	**42%**	35%	-	34%	67%	-	42%	-	42%	34%	39%	38%

District Name: PASADENA ISD
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 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 EL
	2018	38%	38%	**36%**	30%	-	29%	57%	-	35%	*	35%	37%	33%	33%
Mathematics	2019	45%	45%	**48%**	42%	-	42%	43%	-	52%	-	52%	38%	48%	46%
	2018	47%	46%	**48%**	46%	-	46%	*	-	50%	*	50%	45%	48%	48%

District Name: PASADENA ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Participation

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	98%	99%	98%	98%	100%	96%	99%	98%	99%	99%
Included in Accountability	94%	94%	**94%**	89%	94%	93%	86%	93%	89%	92%	94%	95%	90%
Not Included in Accountability													
Mobile	4%	4%	**3%**	9%	3%	5%	3%	3%	7%	8%	3%	2%	4%
Other Exclusions	1%	1%	**2%**	0%	2%	1%	9%	4%	0%	0%	1%	2%	6%
Not Tested	1%	1%	**1%**	2%	1%	2%	2%	0%	4%	1%	2%	1%	1%
Absent	1%	1%	**1%**	2%	1%	2%	2%	0%	4%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	99%	99%	98%	99%	100%	100%	99%	98%	99%	99%
Included in Accountability	94%	94%	**94%**	92%	94%	93%	93%	94%	100%	95%	94%	94%	90%
Not Included in Accountability													
Mobile	4%	4%	**4%**	7%	3%	5%	5%	2%	0%	3%	3%	3%	4%
Other Exclusions	1%	1%	**2%**	0%	2%	0%	1%	5%	0%	0%	1%	1%	5%
Not Tested	1%	1%	**1%**	1%	1%	2%	1%	0%	0%	1%	2%	1%	1%
Absent	1%	1%	**1%**	1%	1%	2%	1%	0%	0%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	**94.2%**	93.4%	94.2%	93.1%	91.3%	97.5%	92.9%	93.5%	92.0%	94.3%	95.4%
2016-17	95.7%	95.7%	**94.6%**	93.8%	94.7%	93.4%	94.1%	97.6%	93.4%	94.1%	92.7%	94.7%	95.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.6%	**0.2%**	0.4%	0.2%	0.6%	0.0%	0.0%	*	0.0%	0.5%	0.3%	0.2%
2016-17	0.3%	0.5%	**0.2%**	0.1%	0.2%	0.0%	11.1%	0.0%	*	0.0%	0.4%	0.2%	0.3%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.1%	**2.0%**	2.5%	2.0%	1.7%	0.0%	0.7%	8.3%	1.0%	2.4%	1.9%	3.2%
2016-17	1.9%	2.3%	**2.3%**	2.4%	2.2%	3.9%	0.0%	0.9%	0.0%	5.1%	2.9%	2.2%	3.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	88.9%	**89.9%**	90.0%	89.9%	87.6%	75.0%	95.3%	*	84.0%	82.1%	89.8%	79.0%
Received TxCHSE	0.4%	0.5%	**0.5%**	0.6%	0.4%	1.8%	12.5%	0.7%	*	0.0%	0.0%	0.4%	0.0%
Continued HS	3.8%	4.0%	**3.1%**	2.1%	3.1%	3.5%	12.5%	3.4%	*	0.0%	5.5%	3.5%	4.1%
Dropped Out	5.7%	6.6%	**6.5%**	7.3%	6.6%	7.1%	0.0%	0.7%	*	16.0%	12.4%	6.3%	16.9%
Graduates and TxCHSE	90.4%	89.3%	**90.4%**	90.6%	90.3%	89.4%	87.5%	95.9%	*	84.0%	82.1%	90.2%	79.0%
Graduates, TxCHSE, and Continuers	94.3%	93.4%	**93.5%**	92.7%	93.4%	92.9%	100.0%	99.3%	*	84.0%	87.6%	93.7%	83.1%
Class of 2017													
Graduated	89.7%	88.7%	**89.9%**	87.0%	90.5%	85.3%	*	94.7%	*	81.3%	82.8%	89.9%	75.0%
Received TxCHSE	0.4%	0.5%	**0.4%**	0.7%	0.3%	0.8%	*	0.0%	*	0.0%	0.4%	0.4%	0.4%
Continued HS	4.0%	4.2%	**3.1%**	3.7%	3.1%	3.4%	*	2.3%	*	0.0%	5.2%	3.0%	8.2%
Dropped Out	5.9%	6.7%	**6.5%**	8.6%	6.1%	10.5%	*	3.0%	*	18.8%	11.6%	6.7%	16.4%
Graduates and TxCHSE	90.1%	89.2%	**90.3%**	87.7%	90.8%	86.1%	*	94.7%	*	81.3%	83.3%	90.2%	75.4%
Graduates, TxCHSE, and Continuers	94.1%	93.3%	**93.5%**	91.4%	93.9%	89.5%	*	97.0%	*	81.3%	88.4%	93.3%	83.6%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	91.0%	**92.2%**	89.6%	92.6%	89.0%	*	96.2%	*	86.7%	86.1%	92.1%	80.9%
Received TxCHSE	0.6%	0.7%	**0.5%**	1.0%	0.4%	1.1%	*	0.0%	*	6.7%	0.8%	0.4%	0.4%
Continued HS	1.1%	1.2%	**0.3%**	0.3%	0.3%	0.0%	*	0.8%	*	0.0%	0.8%	0.3%	0.7%
Dropped Out	6.3%	7.1%	**7.0%**	9.0%	6.7%	9.9%	*	3.0%	*	6.7%	12.2%	7.2%	18.0%
Graduates and TxCHSE	92.6%	91.7%	**92.7%**	90.6%	93.0%	90.1%	*	96.2%	*	93.3%	86.9%	92.5%	81.3%
Graduates, TxCHSE, and Continuers	93.7%	92.9%	**93.0%**	91.0%	93.3%	90.1%	*	97.0%	*	93.3%	87.8%	92.8%	82.0%
Class of 2016													
Graduated	91.6%	90.8%	**93.1%**	92.7%	93.0%	91.6%	88.9%	98.5%	*	100.0%	84.3%	92.7%	87.1%
Received TxCHSE	0.7%	0.7%	**0.6%**	0.0%	0.7%	1.1%	0.0%	0.0%	*	0.0%	0.0%	0.7%	0.3%
Continued HS	1.2%	1.2%	**0.2%**	0.4%	0.2%	0.0%	0.0%	0.8%	*	0.0%	0.0%	0.2%	0.0%
Dropped Out	6.6%	7.4%	**6.0%**	6.9%	6.1%	7.3%	11.1%	0.8%	*	0.0%	15.7%	6.4%	12.5%
Graduates and TxCHSE	92.2%	91.5%	**93.8%**	92.7%	93.7%	92.7%	88.9%	98.5%	*	100.0%	84.3%	93.4%	87.5%
Graduates, TxCHSE, and Continuers	93.4%	92.6%	**94.0%**	93.1%	93.9%	92.7%	88.9%	99.2%	*	100.0%	84.3%	93.6%	87.5%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	91.3%	**93.5%**	93.1%	93.3%	92.0%	88.9%	99.2%	*	100.0%	84.1%	93.0%	87.8%

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

TEXAS EDUCATION AGENCY
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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	EL (Current)
Received TxCHSE	0.8%	0.9%	**0.7%**	0.0%	0.7%	1.1%	0.0%	0.0%	*	0.0%	0.0%	0.7%	0.3%
Continued HS	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	7.3%	**5.8%**	6.9%	5.9%	6.9%	11.1%	0.8%	*	0.0%	15.9%	6.3%	11.9%
Graduates and TxCHSE	92.9%	92.1%	**94.1%**	93.1%	94.1%	93.1%	88.9%	99.2%	*	100.0%	84.1%	93.7%	88.1%
Graduates, TxCHSE, and Continuers	93.4%	92.7%	**94.2%**	93.1%	94.1%	93.1%	88.9%	99.2%	*	100.0%	84.1%	93.7%	88.1%
Class of 2015													
Graduated	91.8%	91.3%	**92.6%**	90.2%	93.0%	89.5%	*	94.6%	*	88.9%	86.7%	92.5%	82.6%
Received TxCHSE	1.0%	0.9%	**0.9%**	0.8%	0.8%	2.5%	*	0.9%	*	0.0%	0.4%	0.8%	0.4%
Continued HS	0.6%	0.6%	**0.1%**	0.0%	0.1%	0.4%	*	0.0%	*	0.0%	0.4%	0.0%	0.4%
Dropped Out	6.7%	7.2%	**6.4%**	9.0%	6.1%	7.6%	*	4.5%	*	11.1%	12.5%	6.7%	16.5%
Graduates and TxCHSE	92.8%	92.2%	**93.5%**	91.0%	93.8%	92.1%	*	95.5%	*	88.9%	87.1%	93.3%	83.1%
Graduates, TxCHSE, and Continuers	93.3%	92.8%	**93.6%**	91.0%	93.9%	92.4%	*	95.5%	*	88.9%	87.5%	93.3%	83.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.9%	**88.4%**	89.2%	88.4%	85.0%	75.0%	93.4%	*	80.8%	72.1%	88.2%	76.0%
Class of 2017	89.7%	88.7%	**87.6%**	85.4%	87.9%	83.8%	*	94.0%	*	81.3%	70.0%	87.7%	71.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	71.3%	**59.3%**	*	52.6%	*	*	*	-	-	*	61.9%	60.0%
Class of 2017	88.5%	88.4%	**83.8%**	76.9%	84.0%	83.6%	*	95.2%	*	69.2%	21.4%	83.9%	63.2%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	6.4%	**3.0%**	2.8%	3.2%	2.1%	20.0%	0.0%	*	0.0%	8.4%	3.0%	6.0%
Class of 2017	6.0%	3.9%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	80.4%	**81.6%**	74.6%	81.8%	80.0%	60.0%	93.5%	*	85.7%	51.3%	80.6%	67.1%
Class of 2017	60.8%	37.6%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	86.7%	**84.4%**	77.4%	84.8%	82.1%	66.7%	93.6%	*	85.7%	59.1%	83.5%	72.3%
Class of 2017	85.9%	83.9%	**83.4%**	76.3%	83.6%	83.3%	*	95.2%	*	69.2%	21.2%	83.6%	62.9%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	27.5%	**7.8%**	0.0%	6.6%	0.0%	-	*	-	*	5.3%	5.5%	12.5%
2016-17	87.2%	86.5%	**80.6%**	74.7%	80.7%	79.0%	66.7%	94.6%	*	69.2%	16.8%	81.5%	62.4%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	6.3%	**2.9%**	2.8%	3.2%	2.0%	20.0%	0.0%	*	0.0%	8.3%	3.0%	4.8%
2016-17	7.2%	5.5%	**0.0%**	*	0.0%	*	-	*	-	-	*	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	80.1%	**81.7%**	74.2%	82.0%	79.7%	60.0%	93.9%	*	85.7%	50.8%	81.7%	71.9%
2016-17	56.5%	36.5%	**38.9%**	*	40.6%	*	-	*	-	-	*	36.4%	75.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	84.9%	**82.3%**	74.7%	82.8%	77.4%	80.0%	93.3%	*	86.4%	54.2%	82.4%	75.2%
2016-17	84.0%	81.8%	**80.1%**	74.2%	80.3%	78.7%	66.7%	94.7%	*	69.2%	16.7%	81.1%	62.9%

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

	District Count	District Percent	State Count	State Percent
Graduates (2017-18 Annual Graduates)				
Total Graduates	3,725	100.0%	347,893	100.0%
By Ethnicity:				
African American	305	8.2%	43,502	12.5%
Hispanic	3,031	81.4%	173,272	49.8%
White	210	5.6%	107,052	30.8%
American Indian	5	0.1%	1,226	0.4%
Asian	150	4.0%	15,589	4.5%
Pacific Islander	2	0.1%	528	0.2%
Two or More Races	22	0.6%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	106	2.8%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	9	0.2%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	581	15.6%	49,432	14.2%
Foundation H.S. Program (Endorsement)	105	2.8%	16,542	4.8%
Foundation H.S. Program (DLA)	2,924	78.5%	272,526	78.3%
Special Education Graduates	244	6.6%	25,962	7.5%
Economically Disadvantaged Graduates	2,432	65.3%	166,956	48.0%
LEP Graduates	322	8.6%	21,359	6.1%
At-Risk Graduates	1,750	47.0%	144,805	41.6%

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

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	65.8%	**57.7%**	47.2%	57.0%	65.0%	50.0%	80.0%	*	81.8%	78.5%	57.4%	40.1%
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	51.8%	**42.6%**	28.2%	41.6%	51.0%	40.0%	76.0%	*	63.6%	4.9%	40.8%	22.7%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	59.4%	**48.9%**	41.6%	47.6%	57.6%	40.0%	74.0%	*	77.3%	8.6%	47.2%	10.6%
Mathematics													
2017-18	46.0%	50.4%	**47.8%**	32.8%	46.9%	54.3%	80.0%	84.0%	*	63.6%	9.8%	47.0%	27.3%
Both Subjects													
2017-18	42.1%	45.1%	**36.8%**	24.6%	35.3%	49.0%	40.0%	71.3%	*	63.6%	4.1%	35.2%	8.4%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	17.5%	**9.0%**	8.9%	8.5%	12.4%	20.0%	14.7%	*	4.5%	0.4%	8.2%	1.6%
2016-17	19.9%	16.7%	**9.3%**	6.6%	9.0%	13.8%	0.0%	12.2%	*	7.7%	0.4%	8.3%	1.4%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	23.3%	**17.4%**	7.9%	16.6%	20.0%	40.0%	48.0%	*	22.7%	1.2%	16.8%	17.7%
2016-17	20.1%	22.7%	**16.2%**	5.9%	15.0%	21.8%	16.7%	51.1%	*	30.8%	1.2%	15.9%	9.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	1.5%	**0.8%**	0.0%	0.9%	0.5%	0.0%	0.0%	*	0.0%	0.0%	0.8%	0.0%
2016-17	0.8%	0.9%	**1.4%**	0.0%	1.7%	0.4%	0.0%	0.0%	*	0.0%	0.0%	1.7%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.3%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	25.2%	**24.6%**	25.2%	24.7%	25.5%	10.0%	20.0%	*	31.8%	78.5%	26.1%	19.4%
2016-17	13.2%	12.1%	**11.8%**	9.6%	12.1%	11.5%	0.0%	9.9%	*	26.9%	50.2%	12.0%	12.4%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.3%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	2.7%	2.8%	**1.7%**	0.7%	2.0%	0.4%	0.0%	0.0%	*	0.0%	1.2%	1.6%	2.3%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.8%	**3.3%**	5.2%	3.2%	3.8%	0.0%	1.3%	*	4.5%	40.2%	3.5%	4.7%
2016-17	1.0%	1.1%	**3.4%**	4.8%	3.4%	3.3%	0.0%	0.8%	*	15.4%	48.6%	3.6%	7.2%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	33.1%	**37.2%**	31.8%	38.3%	29.0%	20.0%	36.7%	*	45.5%	29.5%	39.6%	23.3%
2016-17	17.3%	14.0%	**11.8%**	7.0%	12.4%	8.4%	0.0%	16.8%	*	7.7%	4.1%	12.3%	7.2%

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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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	**1.3%**	1.3%	1.3%	2.9%	0.0%	0.7%	*	0.0%	0.0%	1.5%	1.6%
2016-17	2.2%	2.3%	**1.8%**	1.5%	1.6%	4.2%	0.0%	0.8%	*	7.7%	0.4%	1.6%	0.5%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.0%	**3.1%**	4.9%	2.9%	5.7%	0.0%	0.0%	*	4.5%	47.1%	3.1%	4.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.3%	**0.2%**	0.0%	0.2%	0.5%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.3%
2016-17	0.5%	0.2%	**0.4%**	0.0%	0.4%	0.4%	0.0%	0.0%	*	0.0%	0.0%	0.3%	0.0%

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TEXAS EDUCATION AGENCY
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2018-19 District CCMR-Related Indicators

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	25.0%	**22.7%**	18.4%	23.1%	25.2%	0.0%	19.3%	*	22.7%	7.4%	21.7%	7.1%
2016-17	23.4%	18.3%	**20.8%**	14.0%	20.9%	31.4%	33.3%	15.3%	*	15.4%	4.1%	19.6%	5.0%
Mathematics													
2017-18	23.7%	21.3%	**25.7%**	17.0%	26.4%	22.9%	40.0%	34.0%	*	18.2%	4.9%	25.4%	14.0%
2016-17	19.8%	18.8%	**24.0%**	19.2%	24.1%	27.6%	33.3%	28.2%	*	7.7%	2.4%	23.5%	14.0%
Both Subjects													
2017-18	18.1%	13.8%	**12.7%**	8.9%	12.6%	16.7%	0.0%	16.7%	*	13.6%	3.3%	11.9%	5.3%
2016-17	12.9%	9.8%	**11.8%**	7.0%	11.7%	19.7%	33.3%	10.7%	*	0.0%	0.8%	11.1%	3.2%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	51.1%	**54.0%**	44.3%	55.6%	47.6%	60.0%	50.0%	*	59.1%	48.8%	55.7%	34.5%
2016-17	50.5%	41.5%	**26.8%**	20.7%	27.2%	29.7%	16.7%	28.2%	*	15.4%	24.9%	27.6%	22.2%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.3%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.4%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	5.3%	**7.1%**	5.6%	7.7%	6.2%	20.0%	0.0%	*	9.1%	4.1%	7.7%	12.1%
2016-17	1.4%	2.3%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.4%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	28.3%	**27.5%**	15.4%	27.2%	26.0%	23.1%	61.1%	25.0%	30.6%	n/a	26.1%	n/a
2017	26.2%	27.7%	**24.4%**	13.5%	23.6%	27.1%	23.1%	58.6%	28.6%	31.6%	n/a	23.5%	n/a
English Language Arts													
2018	15.3%	16.0%	**17.2%**	9.8%	16.8%	17.5%	0.0%	38.2%	25.0%	26.5%	n/a	16.1%	n/a
2017	15.9%	16.2%	**15.2%**	9.4%	14.4%	17.6%	0.0%	38.7%	28.6%	23.7%	n/a	14.2%	n/a
Mathematics													
2018	7.3%	8.3%	**7.8%**	3.8%	6.9%	9.4%	7.7%	33.3%	0.0%	10.2%	n/a	7.0%	n/a
2017	7.2%	7.9%	**6.4%**	2.8%	5.6%	7.7%	0.0%	27.7%	0.0%	10.5%	n/a	6.2%	n/a
Science													
2018	10.8%	11.8%	**15.9%**	7.2%	15.2%	14.5%	15.4%	50.7%	25.0%	18.4%	n/a	15.0%	n/a
2017	10.9%	11.3%	**13.2%**	6.9%	12.0%	16.6%	7.7%	46.9%	0.0%	15.8%	n/a	12.5%	n/a
Social Studies													
2018	14.5%	16.9%	**13.5%**	6.3%	12.9%	13.1%	23.1%	38.5%	12.5%	22.4%	n/a	13.2%	n/a
2017	15.0%	16.9%	**13.9%**	6.4%	13.2%	15.0%	23.1%	40.4%	14.3%	23.7%	n/a	13.3%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	53.3%	**37.0%**	25.6%	34.1%	53.1%	*	60.8%	*	46.7%	n/a	36.3%	n/a
2017	49.1%	52.5%	**39.5%**	35.4%	36.2%	49.3%	*	61.4%	*	50.0%	n/a	39.0%	n/a
English Language Arts													
2018	42.5%	44.3%	**18.5%**	12.3%	14.7%	36.8%	-	44.5%	*	30.8%	n/a	17.5%	n/a
2017	41.3%	44.0%	**24.7%**	24.6%	20.6%	41.4%	-	45.1%	*	33.3%	n/a	21.1%	n/a
Mathematics													
2018	52.8%	54.5%	**42.4%**	40.9%	37.9%	53.7%	*	57.3%	-	80.0%	n/a	42.6%	n/a

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

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

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	54.3%	**48.4%**	58.8%	42.1%	50.0%	-	70.4%	-	*	n/a	48.2%	n/a
Science													
2018	38.0%	41.1%	**18.0%**	23.8%	14.4%	25.4%	*	37.0%	*	22.2%	n/a	15.8%	n/a
2017	38.3%	43.1%	**21.6%**	16.7%	16.9%	36.6%	*	38.7%	-	33.3%	n/a	19.7%	n/a
Social Studies													
2018	44.6%	49.2%	**26.9%**	24.3%	23.1%	42.1%	*	46.8%	*	45.5%	n/a	25.8%	n/a
2017	41.4%	46.1%	**28.2%**	41.0%	23.2%	33.8%	*	54.2%	*	33.3%	n/a	24.3%	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	80.9%	**53.5%**	59.7%	51.1%	52.4%	60.0%	88.0%	*	72.7%	n/a	52.4%	n/a
2016-17	73.5%	80.1%	**54.8%**	60.1%	52.9%	56.1%	66.7%	79.4%	33.3%	69.2%	n/a	55.7%	n/a
At/Above Criterion													
2017-18	37.9%	39.5%	**35.1%**	23.1%	32.0%	63.6%	*	60.6%	*	62.5%	n/a	32.2%	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1038	**1013**	958	1003	1112	*	1119	*	1088	n/a	1000	n/a
English Language Arts and Writing													
2017-18	521	520	**506**	483	501	559	*	540	*	543	n/a	499	n/a
Mathematics													
2017-18	515	518	**507**	474	501	552	*	579	*	545	n/a	501	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	21.2	**20.5**	19.1	20.0	21.4	-	23.7	-	*	n/a	20.5	n/a
English Language Arts													
2017-18	20.3	20.8	**20.0**	18.7	19.5	21.4	-	23.3	-	*	n/a	20.0	n/a
Mathematics													
2017-18	20.6	21.2	**20.6**	18.7	20.2	21.1	-	23.9	-	*	n/a	20.5	n/a
Science													
2017-18	20.9	21.4	**20.8**	19.7	20.4	21.6	-	23.5	-	*	n/a	20.8	n/a

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

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

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	43.6%	**36.4%**	25.0%	36.4%	32.8%	20.7%	66.9%	33.3%	43.4%	6.0%	35.9%	23.0%
2016-17	37.1%	38.6%	**31.6%**	20.6%	31.2%	34.6%	30.8%	60.1%	27.3%	31.9%	3.7%	30.6%	12.6%
English Language Arts													
2017-18	17.3%	18.5%	**17.1%**	11.6%	17.1%	15.6%	7.1%	31.4%	25.0%	18.9%	1.6%	16.8%	11.6%
2016-17	16.8%	17.7%	**12.2%**	7.6%	11.8%	15.2%	3.8%	27.1%	18.2%	12.6%	0.6%	11.4%	3.1%
Mathematics													
2017-18	20.7%	20.7%	**14.7%**	10.1%	14.1%	15.4%	14.3%	34.7%	42.9%	19.6%	1.0%	13.9%	3.7%
2016-17	19.5%	20.4%	**15.3%**	12.1%	14.5%	19.8%	8.0%	33.0%	11.1%	16.9%	1.0%	14.5%	3.4%
Science													
2017-18	21.2%	19.7%	**13.6%**	7.9%	13.4%	11.9%	3.7%	31.4%	42.9%	22.8%	1.1%	13.1%	3.1%
2016-17	5.7%	5.7%	**4.6%**	1.9%	4.1%	7.2%	8.0%	17.2%	0.0%	1.2%	0.1%	4.4%	0.4%
Social Studies													
2017-18	22.8%	22.2%	**18.8%**	10.8%	18.1%	20.0%	11.5%	48.7%	14.3%	24.5%	0.8%	18.4%	2.4%
2016-17	21.8%	21.3%	**18.6%**	10.1%	17.9%	23.4%	20.0%	46.0%	11.1%	23.9%	0.9%	17.6%	1.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	55.9%	**54.0%**	52.8%	52.9%	54.0%	0.0%	84.0%	*	46.2%	21.9%	53.4%	29.5%
2015-16	54.7%	56.9%	**53.5%**	51.0%	52.4%	50.0%	50.0%	86.3%	*	57.7%	23.4%	52.4%	35.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	60.5%	**52.8%**	46.6%	50.6%	66.9%	-	74.5%	*	50.0%	7.7%	50.4%	11.9%
2015-16	55.7%	57.2%	**41.7%**	34.1%	38.1%	69.4%	*	63.4%	*	66.7%	2.0%	38.6%	7.6%

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

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

Student Information	District Count	District Percent	State Count	State Percent
Total Students	53,157	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	166	0.3%	15,122	0.3%
Pre-Kindergarten	2,298	4.3%	238,810	4.4%
Kindergarten	3,389	6.4%	373,435	6.9%
Grade 1	3,755	7.1%	386,567	7.1%
Grade 2	3,734	7.0%	387,490	7.2%
Grade 3	3,789	7.1%	395,637	7.3%
Grade 4	4,070	7.7%	411,805	7.6%
Grade 5	3,981	7.5%	417,388	7.7%
Grade 6	4,116	7.7%	417,587	7.7%
Grade 7	3,847	7.2%	406,716	7.5%
Grade 8	4,010	7.5%	404,933	7.5%
Grade 9	4,315	8.1%	436,449	8.1%
Grade 10	4,104	7.7%	400,571	7.4%
Grade 11	3,895	7.3%	372,899	6.9%
Grade 12	3,688	6.9%	350,991	6.5%
Ethnic Distribution:				
African American	3,842	7.2%	684,349	12.6%
Hispanic	44,323	83.4%	2,847,629	52.6%
White	2,953	5.6%	1,484,069	27.4%
American Indian	76	0.1%	20,362	0.4%
Asian	1,581	3.0%	242,247	4.5%
Pacific Islander	44	0.1%	8,254	0.2%
Two or More Races	338	0.6%	129,490	2.4%
Economically Disadvantaged	45,880	86.3%	3,283,812	60.6%
Non-Educationally Disadvantaged	7,277	13.7%	2,132,588	39.4%
Section 504 Students	2,960	5.6%	354,440	6.5%
English Learners (EL)	15,379	28.9%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	778	1.3%	75,963	1.4%
Students w/ Dyslexia	2,193	4.1%	194,074	3.6%
At-Risk	33,061	62.2%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	5,530		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	2,446	44.2%	221,426	42.4%
Students with Physical Disabilities	901	16.3%	114,118	21.9%
Students with Autism	1,185	21.4%	71,373	13.7%
Students with Behavioral Disabilities	946	17.1%	107,604	20.6%
Students with Non-Categorical Early Childhood	52	0.9%	7,387	1.4%

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

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

Student Information	- Non-Special Education Rates - District	State	- Special Education Rates - District	State
Retention Rates by Grade:				
Kindergarten	0.2%	1.7%	1.8%	6.2%
Grade 1	10.1%	3.1%	12.3%	5.5%
Grade 2	6.5%	1.8%	4.1%	2.3%
Grade 3	2.7%	1.1%	0.8%	0.9%
Grade 4	0.6%	0.5%	0.0%	0.5%
Grade 5	0.1%	0.5%	0.0%	0.6%
Grade 6	0.1%	0.4%	0.0%	0.5%
Grade 7	0.4%	0.6%	0.0%	0.6%
Grade 8	0.3%	0.4%	0.2%	0.7%
Grade 9	4.8%	7.2%	8.7%	12.7%

	---------- District ----------		---------- State ----------	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	36	0.1%	6,321	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	17.5	18.9
Grade 1	17.7	18.8
Grade 2	17.0	18.7
Grade 3	16.9	18.9
Grade 4	16.8	19.2
Grade 5	18.1	21.2
Grade 6	19.7	20.4
Secondary:		
English/Language Arts	14.5	16.6
Foreign Languages	15.7	18.9
Mathematics	15.7	17.8
Science	16.2	18.9
Social Studies	15.3	19.3

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

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

Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	8,293.2	100.0%	719,502.5	100.0%
Professional Staff:	4,899.7	59.1%	461,380.1	64.1%
Teachers	3,822.2	46.1%	358,450.1	49.8%
Professional Support	798.4	9.6%	72,848.5	10.1%
Campus Administration (School Leadership)	196.1	2.4%	21,812.7	3.0%
Central Administration	83.0	1.0%	8,268.8	1.1%
Educational Aides:	1,011.5	12.2%	74,292.4	10.3%
Auxiliary Staff:	2,382.1	28.7%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	61.0	n/a	4,414.0	n/a
Part-time	9.0	n/a	572.0	n/a
Counselors				
Full-time	114.0	n/a	12,433.0	n/a
Part-time	12.0	n/a	1,097.0	n/a
Total Minority Staff:	5,113.0	61.7%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	385.7	10.1%	37,875.6	10.6%
Hispanic	1,345.0	35.2%	99,261.7	27.7%
White	1,930.6	50.5%	209,288.6	58.4%
American Indian	8.0	0.2%	1,236.1	0.3%
Asian	110.0	2.9%	6,037.0	1.7%
Pacific Islander	1.0	0.0%	676.7	0.2%
Two or More Races	42.0	1.1%	4,074.5	1.1%
Males	932.2	24.4%	85,138.1	23.8%
Females	2,889.9	75.6%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	32.1	0.8%	4,932.1	1.4%
Bachelors	2,916.6	76.3%	263,991.5	73.6%
Masters	834.4	21.8%	87,059.6	24.3%
Doctorate	39.0	1.0%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	245.9	6.4%	24,953.3	7.0%
1-5 Years Experience	1,339.2	35.0%	103,762.4	28.9%
6-10 Years Experience	808.0	21.1%	68,136.0	19.0%
11-20 Years Experience	1,013.2	26.5%	105,158.7	29.3%
Over 20 Years Experience	415.8	10.9%	56,439.7	15.7%
Number of Students per Teacher	13.9	n/a	15.1	n/a

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

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

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.5	6.3
Average Years Experience of Principals with District	7.3	5.4
Average Years Experience of Assistant Principals	6.3	5.3
Average Years Experience of Assistant Principals with District	6.0	4.7
Average Years Experience of Teachers:	9.7	11.1
Average Years Experience of Teachers with District:	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$51,929	$47,218
1-5 Years Experience	$54,679	$50,408
6-10 Years Experience	$56,719	$52,786
11-20 Years Experience	$57,147	$56,041
Over 20 Years Experience	$61,982	$62,039
Average Actual Salaries (regular duties only):		
Teachers	$56,382	$54,122
Professional Support	$70,595	$64,069
Campus Administration (School Leadership)	$94,117	$78,947
Central Administration	$110,483	$103,400
Instructional Staff Percent:	64.7%	64.5%
Turnover Rate for Teachers:	12.9%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	0.0	6,043.6

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

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

Program Information	District Count	District Percent	State Count	State Percent
Student Enrollment by Program:				
Bilingual/ESL Education	14,414	27.1%	1,066,099	19.7%
Career & Technical Education	10,916	20.5%	1,424,391	26.3%
Gifted & Talented Education	2,825	5.3%	436,361	8.1%
Special Education	5,530	10.4%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	368.7	9.6%	23,092.5	6.4%
Career & Technical Education	140.5	3.7%	17,483.0	4.9%
Compensatory Education	5.8	0.2%	9,548.1	2.7%
Gifted & Talented Education	73.2	1.9%	7,164.0	2.0%
Regular Education	2,611.7	68.3%	255,885.2	71.4%
Special Education	509.7	13.3%	32,449.2	9.1%
Other	112.5	2.9%	12,828.0	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PASADENA HIGH SCHOOL**

Campus Number: **101917001**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

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

Total Students: 2,312
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	60%	**52%**	33%	52%	58%	*	*	-	*	13%	25%	54%	45%	51%	40%
	2018	65%	57%	**55%**	36%	55%	56%	*	*	-	*	20%	33%	57%	44%	55%	42%
At Meets Grade Level or Above	2019	50%	42%	**32%**	27%	32%	36%	*	*	-	*	9%	13%	35%	22%	31%	19%
	2018	44%	35%	**30%**	21%	30%	36%	*	*	-	*	9%	33%	32%	20%	29%	16%
At Masters Grade Level	2019	11%	6%	**3%**	13%	3%	0%	*	*	-	*	3%	0%	3%	2%	3%	1%
	2018	7%	5%	**4%**	0%	4%	8%	*	*	-	*	7%	0%	4%	2%	4%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	61%	**55%**	44%	55%	53%	*	*	-	*	16%	40%	58%	36%	54%	38%
	2018	67%	58%	**56%**	60%	57%	48%	*	*	-	*	15%	*	59%	43%	55%	32%
At Meets Grade Level or Above	2019	49%	41%	**31%**	22%	32%	30%	*	*	-	*	11%	40%	34%	14%	30%	14%
	2018	48%	38%	**35%**	10%	35%	41%	*	*	-	*	7%	*	38%	22%	35%	14%
At Masters Grade Level	2019	8%	5%	**3%**	0%	3%	7%	*	*	-	*	8%	0%	4%	2%	3%	1%
	2018	8%	4%	**4%**	10%	4%	4%	*	*	-	*	7%	*	4%	1%	4%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**86%**	83%	86%	86%	-	*	-	*	59%	86%	86%	86%	86%	86%
	2018	83%	81%	**76%**	22%	76%	79%	-	*	-	*	36%	86%	78%	63%	76%	74%
At Meets Grade Level or Above	2019	61%	73%	**65%**	58%	65%	68%	-	*	-	*	26%	57%	66%	62%	66%	62%
	2018	55%	49%	**42%**	22%	43%	43%	-	*	-	*	9%	71%	44%	33%	41%	37%
At Masters Grade Level	2019	37%	46%	**36%**	17%	36%	45%	-	*	-	*	10%	29%	38%	29%	37%	31%
	2018	32%	27%	**23%**	11%	23%	25%	-	*	-	*	6%	43%	25%	14%	22%	19%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	**87%**	80%	88%	82%	-	*	-	*	58%	100%	89%	83%	87%	83%
	2018	87%	85%	**87%**	75%	87%	96%	-	*	-	*	52%	100%	88%	79%	86%	84%
At Meets Grade Level or Above	2019	62%	60%	**60%**	40%	61%	68%	-	*	-	*	19%	17%	62%	54%	59%	50%
	2018	59%	57%	**59%**	25%	59%	82%	-	*	-	*	18%	67%	62%	44%	58%	47%
At Masters Grade Level	2019	25%	21%	**15%**	10%	14%	27%	-	*	-	*	6%	0%	15%	12%	14%	7%
	2018	24%	21%	**21%**	13%	21%	32%	-	*	-	*	3%	17%	23%	13%	21%	8%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	**94%**	*	94%	88%	*	*	-	*	70%	100%	94%	88%	93%	87%
	2018	92%	92%	**95%**	78%	95%	100%	*	*	-	-	73%	*	95%	93%	95%	91%
At Meets Grade Level or Above	2019	73%	73%	**72%**	*	71%	81%	*	*	-	*	34%	60%	72%	68%	72%	43%
	2018	70%	70%	**68%**	44%	68%	71%	*	*	-	-	31%	*	70%	55%	68%	47%
At Masters Grade Level	2019	45%	42%	**37%**	*	37%	31%	*	*	-	*	15%	60%	37%	33%	37%	17%
	2018	40%	37%	**29%**	11%	29%	29%	*	*	-	-	5%	*	29%	27%	29%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**71%**	57%	72%	70%	71%	63%	-	56%	37%	68%	73%	64%	71%	61%
	2018	77%	74%	**71%**	52%	71%	73%	57%	78%	-	71%	34%	80%	73%	60%	70%	59%
At Meets Grade Level or Above	2019	50%	45%	**49%**	36%	49%	52%	29%	38%	-	33%	17%	35%	51%	40%	48%	34%
	2018	48%	42%	**44%**	24%	44%	52%	0%	67%	-	29%	13%	68%	47%	32%	43%	29%
At Masters Grade Level	2019	24%	18%	**16%**	11%	16%	19%	0%	13%	-	11%	7%	16%	17%	13%	16%	9%

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

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

Total Students: 2,312
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	22%	16%	**14%**	8%	14%	18%	0%	0%	-	14%	6%	20%	15%	9%	14%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**53%**	38%	53%	56%	*	*	-	40%	15%	31%	56%	41%	52%	39%
	2018	74%	69%	**56%**	46%	56%	53%	50%	80%	-	*	17%	60%	58%	44%	55%	38%
At Meets Grade Level or Above	2019	48%	42%	**32%**	25%	32%	33%	*	*	-	20%	10%	23%	35%	19%	30%	17%
	2018	46%	39%	**33%**	17%	33%	38%	0%	80%	-	*	8%	60%	35%	21%	32%	15%
At Masters Grade Level	2019	21%	15%	**3%**	8%	3%	3%	*	*	-	0%	5%	0%	3%	2%	3%	1%
	2018	19%	14%	**4%**	4%	4%	6%	0%	0%	-	*	7%	0%	4%	2%	4%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**86%**	83%	86%	86%	-	*	-	*	59%	86%	86%	86%	86%	86%
	2018	81%	80%	**76%**	22%	76%	79%	-	*	-	*	36%	86%	78%	63%	76%	74%
At Meets Grade Level or Above	2019	52%	47%	**65%**	58%	65%	68%	-	*	-	*	26%	57%	66%	62%	66%	62%
	2018	50%	43%	**42%**	22%	43%	43%	-	*	-	*	9%	71%	44%	33%	41%	37%
At Masters Grade Level	2019	26%	21%	**36%**	17%	36%	45%	-	*	-	*	10%	29%	38%	29%	37%	31%
	2018	24%	17%	**23%**	11%	23%	25%	-	*	-	*	6%	43%	25%	14%	22%	19%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**87%**	80%	88%	82%	-	*	-	*	58%	100%	89%	83%	87%	83%
	2018	80%	78%	**87%**	75%	87%	96%	-	*	-	*	52%	100%	88%	79%	86%	84%
At Meets Grade Level or Above	2019	54%	50%	**60%**	40%	61%	68%	-	*	-	*	19%	17%	62%	54%	59%	50%
	2018	51%	47%	**59%**	25%	59%	82%	-	*	-	*	18%	67%	62%	44%	58%	47%
At Masters Grade Level	2019	25%	19%	**15%**	10%	14%	27%	-	*	-	*	6%	0%	15%	12%	14%	7%
	2018	23%	18%	**21%**	13%	21%	32%	-	*	-	*	3%	17%	23%	13%	21%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**94%**	*	94%	88%	*	*	-	*	70%	100%	94%	88%	93%	87%
	2018	78%	79%	**95%**	78%	95%	100%	*	*	-	-	73%	*	95%	93%	95%	91%
At Meets Grade Level or Above	2019	55%	54%	**72%**	*	71%	81%	*	*	-	*	34%	60%	72%	68%	72%	43%
	2018	53%	52%	**68%**	44%	68%	71%	*	*	-	-	31%	*	70%	55%	68%	47%
At Masters Grade Level	2019	33%	30%	**37%**	*	37%	31%	*	*	-	*	15%	60%	37%	33%	37%	17%
	2018	31%	27%	**29%**	11%	29%	29%	*	*	-	-	5%	*	29%	27%	29%	10%

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

Total Students: 2,312
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	68	**59**	60	59	60	-	-	-	*	56	*	60	54	59	56
	2018	67	65	**63**	*	62	75	*	*	-	*	59	*	63	60	63	58
End of Course Algebra I	2019	75	88	**88**	100	88	89	-	-	-	*	67	75	88	87	88	86
	2018	72	68	**66**	40	66	57	-	-	-	*	35	92	67	59	65	63
All Grades Both Subjects	2019	69	69	**73**	82	73	73	-	-	-	*	61	60	73	73	73	72
	2018	69	68	**64**	57	64	66	*	*	-	*	46	90	65	60	64	61
All Grades ELA/Reading	2019	68	68	**59**	60	59	60	-	-	-	*	56	*	60	54	59	56
	2018	69	68	**63**	*	62	75	*	*	-	*	59	*	63	60	63	58
All Grades Mathematics	2019	70	70	**88**	100	88	89	-	-	-	*	67	75	88	87	88	86
	2018	70	69	**66**	40	66	57	-	-	-	*	35	92	67	59	65	63

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

There is no data for this campus.

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

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

Total Students: 2,312
Grade Span: 09 - 12
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**71%**	-	-	-	-	-	50%	41%	52%	36%	50%	49%
	2018	77%	74%	**71%**	-	-	-	-	-	45%	45%	-	36%	45%	44%
At Meets Grade Level or Above	2019	50%	45%	**49%**	-	-	-	-	-	23%	8%	26%	18%	23%	22%
	2018	48%	42%	**44%**	-	-	-	-	-	14%	14%	-	19%	14%	14%
At Masters Grade Level	2019	24%	18%	**16%**	-	-	-	-	-	6%	1%	7%	7%	6%	6%
	2018	22%	16%	**14%**	-	-	-	-	-	2%	2%	-	4%	2%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**53%**	-	-	-	-	-	24%	23%	25%	20%	24%	24%
	2018	74%	69%	**56%**	-	-	-	-	-	21%	21%	-	17%	21%	21%
At Meets Grade Level or Above	2019	48%	42%	**32%**	-	-	-	-	-	8%	6%	8%	10%	8%	8%
	2018	46%	39%	**33%**	-	-	-	-	-	4%	4%	-	6%	4%	4%
At Masters Grade Level	2019	21%	15%	**3%**	-	-	-	-	-	0%	0%	0%	3%	0%	0%
	2018	19%	14%	**4%**	-	-	-	-	-	0%	0%	-	3%	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**86%**	-	-	-	-	-	82%	67%	83%	62%	82%	81%
	2018	81%	80%	**76%**	-	-	-	-	-	61%	61%	-	39%	61%	59%
At Meets Grade Level or Above	2019	52%	47%	**65%**	-	-	-	-	-	54%	0%	57%	31%	54%	52%
	2018	50%	43%	**42%**	-	-	-	-	-	16%	16%	-	28%	16%	18%
At Masters Grade Level	2019	26%	21%	**36%**	-	-	-	-	-	22%	0%	24%	23%	22%	22%
	2018	24%	17%	**23%**	-	-	-	-	-	7%	7%	-	11%	7%	7%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**87%**	-	-	-	-	-	77%	38%	79%	44%	77%	75%
	2018	80%	78%	**87%**	-	-	-	-	-	74%	74%	-	71%	74%	74%
At Meets Grade Level or Above	2019	54%	50%	**60%**	-	-	-	-	-	33%	0%	35%	33%	33%	33%
	2018	51%	47%	**59%**	-	-	-	-	-	24%	24%	-	38%	24%	25%
At Masters Grade Level	2019	25%	19%	**15%**	-	-	-	-	-	2%	0%	3%	0%	2%	2%
	2018	23%	18%	**21%**	-	-	-	-	-	4%	4%	-	0%	4%	3%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**94%**	-	-	-	-	-	84%	85%	83%	*	84%	82%
	2018	78%	79%	**95%**	-	-	-	-	-	90%	90%	-	*	90%	88%
At Meets Grade Level or Above	2019	55%	54%	**72%**	-	-	-	-	-	28%	18%	40%	*	28%	27%
	2018	53%	52%	**68%**	-	-	-	-	-	39%	39%	-	*	39%	38%
At Masters Grade Level	2019	33%	30%	**37%**	-	-	-	-	-	11%	3%	20%	*	11%	10%
	2018	31%	27%	**29%**	-	-	-	-	-	5%	5%	-	*	5%	5%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**73%**	-	-	-	-	-	69%	-	69%	68%	69%	69%
	2018	69%	68%	**64%**	-	-	-	-	-	50%	50%	-	34%	50%	49%
All Grades ELA/Reading	2019	68%	68%	**59%**	-	-	-	-	-	50%	-	50%	67%	50%	52%
	2018	69%	68%	**63%**	-	-	-	-	-	54%	54%	-	*	54%	52%
All Grades Mathematics	2019	70%	70%	**88%**	-	-	-	-	-	83%	-	83%	70%	83%	83%
	2018	70%	69%	**66%**	-	-	-	-	-	47%	47%	-	38%	47%	46%

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

Total Students: 2,312
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**94%**	89%	94%	95%	100%	100%	-	100%	91%	94%	95%
Included in Accountability	94%	94%	**87%**	85%	87%	84%	100%	100%	-	100%	86%	88%	78%
Not Included in Accountability													
Mobile	4%	3%	**3%**	4%	3%	8%	0%	0%	-	0%	4%	2%	2%
Other Exclusions	1%	2%	**4%**	0%	5%	2%	0%	0%	-	0%	2%	4%	15%
Not Tested	1%	1%	**6%**	11%	6%	5%	0%	0%	-	0%	9%	6%	5%
Absent	1%	1%	**5%**	11%	5%	5%	0%	0%	-	0%	8%	6%	5%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	1%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**96%**	92%	96%	92%	100%	100%	-	100%	93%	96%	96%
Included in Accountability	94%	94%	**88%**	67%	89%	87%	100%	100%	-	100%	88%	89%	78%
Not Included in Accountability													
Mobile	4%	4%	**4%**	25%	3%	5%	0%	0%	-	0%	4%	4%	3%
Other Exclusions	1%	2%	**4%**	0%	4%	0%	0%	0%	-	0%	0%	4%	15%
Not Tested	1%	1%	**4%**	8%	4%	8%	0%	0%	-	0%	7%	4%	4%
Absent	1%	1%	**4%**	8%	4%	7%	0%	0%	-	0%	7%	4%	4%
Other	0%	0%	**0%**	0%	0%	1%	0%	0%	-	0%	0%	0%	0%

District Name: PASADENA ISD
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Total Students: 2,312
Grade Span: 09 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**90.0%**	84.1%	90.4%	84.2%	89.9%	*	-	73.7%	86.6%	90.5%	88.7%
2016-17	95.7%	94.6%	**90.3%**	83.5%	90.6%	85.7%	94.1%	94.1%	-	89.8%	87.0%	90.7%	87.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	**3.0%**	5.2%	3.0%	4.2%	0.0%	0.0%	-	0.0%	5.5%	3.0%	4.1%
2016-17	1.9%	2.3%	**3.2%**	3.8%	2.9%	10.9%	0.0%	0.0%	-	16.7%	4.1%	2.9%	4.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	**84.5%**	75.0%	85.1%	77.8%	*	*	-	*	71.4%	85.2%	70.7%
Received TxCHSE	0.4%	0.5%	**0.3%**	0.0%	0.2%	0.0%	*	*	-	*	0.0%	0.2%	0.0%
Continued HS	3.8%	3.1%	**3.1%**	0.0%	3.2%	0.0%	*	*	-	*	6.1%	3.2%	4.0%
Dropped Out	5.7%	6.5%	**12.1%**	25.0%	11.5%	22.2%	*	*	-	*	22.4%	11.5%	25.3%
Graduates and TxCHSE	90.4%	90.4%	**84.8%**	75.0%	85.3%	77.8%	*	*	-	*	71.4%	85.4%	70.7%
Graduates, TxCHSE, and Continuers	94.3%	93.5%	**87.9%**	75.0%	88.5%	77.8%	*	*	-	*	77.6%	88.5%	74.7%
Class of 2017													
Graduated	89.7%	89.9%	**86.1%**	71.4%	87.1%	53.3%	-	*	-	-	81.6%	87.7%	73.0%
Received TxCHSE	0.4%	0.4%	**0.3%**	0.0%	0.2%	6.7%	-	*	-	-	0.0%	0.2%	0.0%
Continued HS	4.0%	3.1%	**3.9%**	14.3%	3.9%	0.0%	-	*	-	-	10.5%	4.0%	6.8%
Dropped Out	5.9%	6.5%	**9.7%**	14.3%	8.9%	40.0%	-	*	-	-	7.9%	8.2%	20.3%
Graduates and TxCHSE	90.1%	90.3%	**86.5%**	71.4%	87.2%	60.0%	-	*	-	-	81.6%	87.9%	73.0%
Graduates, TxCHSE, and Continuers	94.1%	93.5%	**90.3%**	85.7%	91.1%	60.0%	-	*	-	-	92.1%	91.8%	79.7%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	**88.9%**	85.7%	89.7%	53.3%	-	*	-	-	87.8%	90.6%	78.1%
Received TxCHSE	0.6%	0.5%	**0.6%**	14.3%	0.3%	6.7%	-	*	-	-	0.0%	0.2%	0.0%
Continued HS	1.1%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	7.0%	**10.5%**	0.0%	9.9%	40.0%	-	*	-	-	12.2%	9.2%	21.9%
Graduates and TxCHSE	92.6%	92.7%	**89.5%**	100.0%	90.1%	60.0%	-	*	-	-	87.8%	90.8%	78.1%
Graduates, TxCHSE, and Continuers	93.7%	93.0%	**89.5%**	100.0%	90.1%	60.0%	-	*	-	-	87.8%	90.8%	78.1%
Class of 2016													
Graduated	91.6%	93.1%	**90.2%**	100.0%	90.4%	84.0%	-	-	-	-	81.5%	90.3%	78.8%
Received TxCHSE	0.7%	0.6%	**0.4%**	0.0%	0.4%	0.0%	-	-	-	-	0.0%	0.4%	0.0%
Continued HS	1.2%	0.2%	**0.2%**	0.0%	0.2%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	6.0%	**9.3%**	0.0%	9.1%	16.0%	-	-	-	-	18.5%	9.2%	21.2%
Graduates and TxCHSE	92.2%	93.8%	**90.5%**	100.0%	90.7%	84.0%	-	-	-	-	81.5%	90.8%	78.8%
Graduates, TxCHSE, and Continuers	93.4%	94.0%	**90.7%**	100.0%	90.9%	84.0%	-	-	-	-	81.5%	90.8%	78.8%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	**90.7%**	100.0%	90.7%	87.5%	-	-	-	-	81.5%	90.5%	80.0%

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	**0.4%**	0.0%	0.4%	0.0%	-	-	-	-	0.0%	0.4%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.8%	**9.0%**	0.0%	8.9%	12.5%	-	-	-	-	18.5%	9.0%	20.0%
Graduates and TxCHSE	92.9%	94.1%	**91.0%**	100.0%	91.1%	87.5%	-	-	-	-	81.5%	91.0%	80.0%
Graduates, TxCHSE, and Continuers	93.4%	94.2%	**91.0%**	100.0%	91.1%	87.5%	-	-	-	-	81.5%	91.0%	80.0%
Class of 2015													
Graduated	91.8%	92.6%	**87.0%**	81.8%	87.2%	89.5%	-	*	-	*	80.9%	88.5%	64.4%
Received TxCHSE	1.0%	0.9%	**1.1%**	0.0%	1.0%	5.3%	-	*	-	*	2.1%	0.7%	0.0%
Continued HS	0.6%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.7%	6.4%	**11.9%**	18.2%	11.9%	5.3%	-	*	-	*	17.0%	10.8%	35.6%
Graduates and TxCHSE	92.8%	93.5%	**88.1%**	81.8%	88.1%	94.7%	-	*	-	*	83.0%	89.2%	64.4%
Graduates, TxCHSE, and Continuers	93.3%	93.6%	**88.1%**	81.8%	88.1%	94.7%	-	*	-	*	83.0%	89.2%	64.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	**82.3%**	75.0%	83.1%	70.0%	*	*	-	*	61.4%	82.7%	67.9%
Class of 2017	89.7%	87.6%	**83.0%**	62.5%	84.0%	50.0%	-	*	-	-	67.4%	84.7%	68.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	*	-	*	-	-	-	-	-	-	*	*
Class of 2017	88.5%	83.8%	**81.8%**	40.0%	82.4%	75.0%	-	*	-	-	9.7%	83.1%	55.6%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	**3.1%**	0.0%	2.9%	14.3%	*	*	-	*	19.4%	2.9%	1.9%
Class of 2017	6.0%	0.0%	*	-	*	-	-	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	**81.0%**	83.3%	81.7%	64.3%	*	*	-	*	54.8%	80.5%	76.9%
Class of 2017	60.8%	0.0%	*	-	*	-	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	**84.1%**	83.3%	84.6%	78.6%	*	*	-	*	74.2%	83.5%	79.2%
Class of 2017	85.9%	83.4%	**81.5%**	40.0%	82.1%	75.0%	-	*	-	-	9.7%	82.8%	55.6%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	**9.1%**	*	9.5%	-	-	-	-	-	0.0%	0.0%	*
2016-17	87.2%	80.6%	**79.1%**	*	80.4%	46.2%	-	*	*	-	7.9%	80.2%	55.6%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	**3.1%**	0.0%	2.9%	14.3%	*	*	-	*	19.4%	3.2%	1.8%
2016-17	7.2%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	**81.4%**	83.3%	82.1%	64.3%	*	*	-	*	54.8%	82.5%	80.0%
2016-17	56.5%	38.9%	**33.3%**	-	33.3%	-	-	-	-	-	-	40.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	**81.6%**	71.4%	82.1%	78.6%	*	*	-	*	57.5%	82.4%	77.6%
2016-17	84.0%	80.1%	**78.6%**	*	79.9%	46.2%	-	*	*	-	7.9%	79.8%	55.4%

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	575	100.0%	3,725	347,893
By Ethnicity:				
African American	10	1.7%	305	43,502
Hispanic	548	95.3%	3,031	173,272
White	14	2.4%	210	107,052
American Indian	1	0.2%	5	1,226
Asian	1	0.2%	150	15,589
Pacific Islander	0	0.0%	2	528
Two or More Races	1	0.2%	22	6,724
By Graduation Type:				
Minimum H.S. Program	20	3.5%	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	2	0.3%	9	3,538
Foundation H.S. Program (No Endorsement)	89	15.5%	581	49,432
Foundation H.S. Program (Endorsement)	17	3.0%	105	16,542
Foundation H.S. Program (DLA)	447	77.7%	2,924	272,526
Special Education Graduates	44	7.7%	244	25,962
Economically Disadvantaged Graduates	429	74.6%	2,432	166,956
LEP Graduates	58	10.1%	322	21,359
At-Risk Graduates	258	44.9%	1,750	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	**56.9%**	10.0%	57.4%	64.3%	*	*	-	*	68.2%	58.5%	44.0%
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	**38.1%**	0.0%	38.7%	35.7%	*	*	-	*	2.3%	38.7%	22.4%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	**42.8%**	0.0%	43.2%	50.0%	*	*	-	*	9.1%	43.4%	1.7%
Mathematics													
2017-18	46.0%	47.8%	**41.9%**	10.0%	42.2%	50.0%	*	*	-	*	6.8%	42.2%	27.6%
Both Subjects													
2017-18	42.1%	36.8%	**30.6%**	0.0%	30.8%	35.7%	*	*	-	*	0.0%	30.5%	1.7%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	**11.7%**	0.0%	12.0%	7.1%	*	*	-	*	2.3%	11.2%	3.4%
2016-17	19.9%	9.3%	**13.8%**	*	14.2%	7.7%	-	*	*	-	0.0%	14.2%	3.6%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	**17.6%**	0.0%	17.7%	21.4%	*	*	-	*	0.0%	18.2%	17.2%
2016-17	20.1%	16.2%	**14.2%**	*	14.2%	15.4%	-	*	*	-	0.0%	15.6%	12.5%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	**4.9%**	0.0%	4.9%	7.1%	*	*	-	*	0.0%	4.4%	0.0%
2016-17	0.8%	1.4%	**8.8%**	*	9.0%	7.7%	-	*	*	-	0.0%	8.7%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	**28.0%**	10.0%	28.3%	28.6%	*	*	-	*	68.2%	28.8%	21.6%
2016-17	13.2%	11.8%	**13.7%**	*	13.5%	19.2%	-	*	*	-	61.8%	12.3%	19.6%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2016-17	2.7%	1.7%	**2.5%**	*	2.6%	0.0%	-	*	*	-	2.6%	2.4%	3.6%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	**1.7%**	0.0%	1.8%	0.0%	*	*	-	*	20.5%	2.1%	3.4%
2016-17	1.0%	3.4%	**4.1%**	*	3.7%	15.4%	-	*	*	-	60.5%	3.1%	10.7%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	**45.6%**	0.0%	46.7%	28.6%	*	*	-	*	27.3%	46.4%	29.3%
2016-17	17.3%	11.8%	**14.6%**	*	14.9%	7.7%	-	*	*	-	5.3%	13.6%	14.3%

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	**0.9%**	0.0%	0.9%	0.0%	*	*	-	*	0.0%	0.7%	0.0%
2016-17	2.2%	1.8%	**1.3%**	*	1.3%	0.0%	-	*	*	-	0.0%	1.3%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	**4.0%**	10.0%	3.6%	14.3%	*	*	-	*	52.3%	4.0%	5.2%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	**0.2%**	0.0%	0.2%	0.0%	*	*	-	*	0.0%	0.2%	0.0%
2016-17	0.5%	0.4%	**0.9%**	*	0.9%	0.0%	-	*	*	-	0.0%	0.7%	0.0%

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	**20.5%**	0.0%	20.6%	28.6%	*	*	-	*	9.1%	19.8%	1.7%
2016-17	23.4%	20.8%	**20.9%**	*	20.9%	30.8%	-	*	*	-	0.0%	20.0%	3.6%
Mathematics													
2017-18	23.7%	25.7%	**22.1%**	0.0%	22.6%	14.3%	*	*	-	*	2.3%	22.4%	3.4%
2016-17	19.8%	24.0%	**20.3%**	*	20.5%	23.1%	-	*	*	-	0.0%	20.0%	1.8%
Both Subjects													
2017-18	18.1%	12.7%	**11.7%**	0.0%	11.7%	14.3%	*	*	-	*	0.0%	10.5%	1.7%
2016-17	12.9%	11.8%	**9.5%**	*	9.3%	23.1%	-	*	*	-	0.0%	9.1%	1.8%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	**58.3%**	20.0%	59.3%	42.9%	*	*	-	*	45.5%	58.7%	34.5%
2016-17	50.5%	26.8%	**29.5%**	*	30.2%	15.4%	-	*	*	-	23.7%	28.4%	32.1%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	7.1%	**8.9%**	10.0%	8.6%	21.4%	*	*	-	*	4.5%	9.6%	24.1%
2016-17	1.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2016-17	0.2%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	**34.0%**	13.0%	34.6%	26.5%	*	*	-	*	n/a	33.9%	n/a
2017	26.2%	24.4%	**23.3%**	0.0%	23.5%	19.4%	*	*	-	*	n/a	22.7%	n/a
English Language Arts													
2018	15.3%	17.2%	**23.6%**	13.0%	23.8%	23.5%	*	*	-	*	n/a	23.2%	n/a
2017	15.9%	15.2%	**15.3%**	0.0%	15.5%	11.1%	*	*	-	*	n/a	14.5%	n/a
Mathematics													
2018	7.3%	7.8%	**6.7%**	0.0%	6.8%	5.9%	*	*	-	*	n/a	7.0%	n/a
2017	7.2%	6.4%	**5.4%**	0.0%	5.4%	5.6%	*	*	-	*	n/a	5.1%	n/a
Science													
2018	10.8%	15.9%	**19.9%**	8.7%	20.1%	20.6%	*	*	-	*	n/a	19.6%	n/a
2017	10.9%	13.2%	**12.4%**	0.0%	12.3%	16.7%	*	*	-	*	n/a	12.9%	n/a
Social Studies													
2018	14.5%	13.5%	**8.9%**	0.0%	9.1%	5.9%	*	*	-	*	n/a	9.1%	n/a
2017	15.0%	13.9%	**9.8%**	0.0%	9.7%	8.3%	*	*	-	*	n/a	9.6%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	**35.9%**	*	35.6%	44.4%	-	*	-	*	n/a	36.1%	n/a
2017	49.1%	39.5%	**33.8%**	-	33.3%	42.9%	*	*	-	*	n/a	36.0%	n/a
English Language Arts													
2018	42.5%	18.5%	**5.0%**	*	4.2%	25.0%	-	*	-	*	n/a	5.1%	n/a
2017	41.3%	24.7%	**8.9%**	-	7.5%	*	-	*	-	*	n/a	8.6%	n/a
Mathematics													
2018	52.8%	42.4%	**56.5%**	-	54.9%	*	-	-	-	*	n/a	55.8%	n/a

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2017	51.3%	48.4%	**51.5%**	-	49.2%	*	-	*	-	-	n/a	56.6%	n/a
Science													
2018	38.0%	18.0%	**11.1%**	*	11.1%	0.0%	-	-	-	*	n/a	9.8%	n/a
2017	38.3%	21.6%	**14.1%**	-	13.5%	16.7%	-	*	-	*	n/a	15.7%	n/a
Social Studies													
2018	44.6%	26.9%	**22.1%**	-	20.9%	*	-	-	-	*	n/a	22.0%	n/a
2017	41.4%	28.2%	**12.1%**	-	11.1%	*	*	*	-	*	n/a	12.0%	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	**55.3%**	30.0%	56.0%	42.9%	*	*	-	*	n/a	52.9%	n/a
2016-17	73.5%	54.8%	**55.8%**	25.0%	56.7%	30.8%	-	50.0%	0.0%	-	n/a	56.2%	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	**28.6%**	*	28.0%	66.7%	-	*	-	*	n/a	27.9%	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	**985**	*	983	1120	-	*	-	*	n/a	983	n/a
English Language Arts and Writing													
2017-18	521	506	**491**	*	490	543	-	*	-	*	n/a	490	n/a
Mathematics													
2017-18	515	507	**494**	*	493	577	-	*	-	*	n/a	493	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	**20.4**	-	20.2	*	-	-	-	-	n/a	20.1	n/a
English Language Arts													
2017-18	20.3	20.0	**19.7**	-	19.4	*	-	-	-	-	n/a	19.3	n/a
Mathematics													
2017-18	20.6	20.6	**20.9**	-	20.7	*	-	-	-	-	n/a	20.6	n/a
Science													
2017-18	20.9	20.8	**21.2**	-	20.8	*	-	-	-	-	n/a	20.8	n/a

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Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	**39.1%**	22.2%	40.0%	26.7%	0.0%	20.0%	-	25.0%	4.9%	38.8%	24.5%
2016-17	37.1%	31.6%	**35.5%**	9.1%	36.2%	27.8%	14.3%	42.9%	*	50.0%	5.6%	35.5%	11.1%
English Language Arts													
2017-18	17.3%	17.1%	**24.5%**	10.3%	25.0%	17.6%	0.0%	20.0%	-	16.7%	1.7%	23.5%	13.0%
2016-17	16.8%	12.2%	**19.2%**	4.7%	19.4%	20.5%	0.0%	28.6%	*	40.0%	1.6%	18.4%	1.3%
Mathematics													
2017-18	20.7%	14.7%	**12.5%**	8.1%	12.7%	9.8%	0.0%	0.0%	-	33.3%	0.9%	12.6%	0.9%
2016-17	19.5%	15.3%	**16.9%**	2.5%	17.3%	11.1%	0.0%	20.0%	-	40.0%	2.1%	17.2%	3.4%
Science													
2017-18	21.2%	13.6%	**16.6%**	10.3%	16.8%	14.5%	0.0%	0.0%	-	33.3%	1.8%	16.6%	2.8%
2016-17	5.7%	4.6%	**4.1%**	0.0%	4.1%	3.8%	0.0%	16.7%	-	0.0%	0.0%	4.1%	0.0%
Social Studies													
2017-18	22.8%	18.8%	**20.4%**	14.6%	20.7%	14.8%	0.0%	20.0%	-	28.6%	0.9%	20.0%	5.1%
2016-17	21.8%	18.6%	**16.6%**	4.9%	16.7%	18.1%	14.3%	14.3%	-	40.0%	1.7%	16.3%	1.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	**51.6%**	*	51.9%	46.2%	-	*	*	-	13.2%	52.3%	24.6%
2015-16	54.7%	53.5%	**47.5%**	0.0%	48.2%	50.0%	-	-	-	-	23.3%	49.1%	32.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	**48.2%**	*	48.5%	40.0%	-	*	-	-	0.0%	48.1%	0.0%
2015-16	55.7%	41.7%	**35.6%**	-	34.5%	66.7%	-	-	-	-	0.0%	35.7%	11.1%

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

Total Students: 2,312
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students	2,312	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	635	27.5%	8.1%	8.1%
Grade 10	580	25.1%	7.7%	7.4%
Grade 11	556	24.0%	7.3%	6.9%
Grade 12	541	23.4%	6.9%	6.5%
Ethnic Distribution:				
African American	30	1.3%	7.2%	12.6%
Hispanic	2,187	94.6%	83.4%	52.6%
White	80	3.5%	5.6%	27.4%
American Indian	5	0.2%	0.1%	0.4%
Asian	5	0.2%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	5	0.2%	0.6%	2.4%
Economically Disadvantaged	2,041	88.3%	86.3%	60.6%
Non-Educationally Disadvantaged	271	11.7%	13.7%	39.4%
Section 504 Students	104	4.5%	5.6%	6.5%
English Learners (EL)	466	20.2%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	79	2.7%	1.3%	1.4%
Students w/ Dyslexia	87	3.8%	4.1%	3.6%
At-Risk	1,438	62.2%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	222			
By Type of Primary Disability				
Students with Intellectual Disabilities	151	68.0%	44.2%	42.4%
Students with Physical Disabilities	9	4.1%	16.3%	21.9%
Students with Autism	26	11.7%	21.4%	13.7%
Students with Behavioral Disabilities	36	16.2%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	383	13.3%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	31	1.1%		
Hispanic	331	11.5%		
White	17	0.6%		
American Indian	1	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.1%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	4.0%	4.8%	7.2%	11.8%	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	13.0	14.5	16.6
Foreign Languages	16.5	15.7	18.9
Mathematics	14.9	15.7	17.8
Science	15.6	16.2	18.9
Social Studies	12.1	15.3	19.3

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

Total Students: 2,312
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	222.4	100.0%	100.0%	100.0%
Professional Staff:	193.7	87.1%	59.1%	64.1%
Teachers	164.9	74.1%	46.1%	49.8%
Professional Support	21.7	9.8%	9.6%	10.1%
Campus Administration (School Leadership)	7.1	3.2%	2.4%	3.0%
Educational Aides:	28.7	12.9%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	6.0	n/a	114.0	12,433.0
Part-time	1.0	n/a	12.0	1,097.0
Total Minority Staff:	124.3	55.9%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	30.0	18.2%	10.1%	10.6%
Hispanic	48.6	29.5%	35.2%	27.7%
White	77.3	46.9%	50.5%	58.4%
American Indian	2.0	1.2%	0.2%	0.3%
Asian	6.0	3.6%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	0.6%	1.1%	1.1%
Males	77.8	47.2%	24.4%	23.8%
Females	87.1	52.8%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.2	1.4%	0.8%	1.4%
Bachelors	116.3	70.5%	76.3%	73.6%
Masters	42.3	25.7%	21.8%	24.3%
Doctorate	4.0	2.4%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	8.0	4.9%	6.4%	7.0%
1-5 Years Experience	61.2	37.1%	35.0%	28.9%
6-10 Years Experience	36.7	22.3%	21.1%	19.0%
11-20 Years Experience	30.4	18.5%	26.5%	29.3%
Over 20 Years Experience	28.5	17.3%	10.9%	15.7%
Number of Students per Teacher	14.0	n/a	13.9	15.1

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

Total Students: 2,312
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.5	7.5	6.3
Average Years Experience of Principals with District	9.5	7.3	5.4
Average Years Experience of Assistant Principals	8.0	6.3	5.3
Average Years Experience of Assistant Principals with District	8.0	6.0	4.7
Average Years Experience of Teachers:	10.6	9.7	11.1
Average Years Experience of Teachers with District:	7.9	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,688	$51,929	$47,218
1-5 Years Experience	$54,781	$54,679	$50,408
6-10 Years Experience	$57,066	$56,719	$52,786
11-20 Years Experience	$59,523	$57,147	$56,041
Over 20 Years Experience	$65,445	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$57,862	$56,382	$54,122
Professional Support	$75,480	$70,595	$64,069
Campus Administration (School Leadership)	$100,549	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 2,312
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	444	19.2%	27.1%	19.7%
Career & Technical Education	1,480	64.0%	20.5%	26.3%
Gifted & Talented Education	146	6.3%	5.3%	8.1%
Special Education	222	9.6%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.6	1.0%	9.6%	6.4%
Career & Technical Education	18.5	11.2%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	102.6	62.2%	68.3%	71.4%
Special Education	22.7	13.7%	13.3%	9.1%
Other	19.6	11.9%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SAM RAYBURN H S**

Campus Number: **101917002**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness

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

Total Students: 2,670
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	60%	**54%**	52%	55%	50%	*	*	*	*	18%	60%	57%	44%	54%	44%
	2018	65%	57%	**52%**	38%	53%	48%	*	*	*	-	18%	70%	55%	38%	52%	41%
At Meets Grade Level or Above	2019	50%	42%	**38%**	45%	38%	41%	*	*	*	*	10%	50%	40%	30%	38%	29%
	2018	44%	35%	**30%**	26%	30%	30%	*	*	*	-	9%	40%	32%	19%	29%	17%
At Masters Grade Level	2019	11%	6%	**4%**	3%	4%	2%	*	*	*	*	2%	10%	5%	3%	4%	1%
	2018	7%	5%	**4%**	6%	4%	5%	*	*	*	-	2%	10%	4%	2%	4%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	61%	**57%**	41%	58%	56%	*	*	-	*	21%	33%	61%	40%	57%	41%
	2018	67%	58%	**50%**	44%	50%	53%	*	*	-	*	16%	40%	54%	33%	49%	28%
At Meets Grade Level or Above	2019	49%	41%	**38%**	36%	38%	33%	*	*	-	*	11%	33%	41%	24%	37%	20%
	2018	48%	38%	**32%**	33%	31%	42%	*	*	-	*	8%	20%	34%	19%	31%	11%
At Masters Grade Level	2019	8%	5%	**4%**	5%	4%	7%	*	*	-	*	5%	0%	5%	2%	4%	1%
	2018	8%	4%	**2%**	0%	2%	0%	*	*	-	*	1%	0%	2%	1%	2%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**89%**	92%	90%	77%	-	*	-	*	75%	100%	91%	83%	89%	91%
	2018	83%	81%	**79%**	63%	80%	69%	*	*	*	-	56%	88%	83%	65%	79%	78%
At Meets Grade Level or Above	2019	61%	73%	**67%**	50%	69%	40%	-	*	-	*	43%	75%	70%	55%	66%	67%
	2018	55%	49%	**42%**	21%	43%	47%	*	*	*	-	19%	50%	46%	26%	43%	39%
At Masters Grade Level	2019	37%	46%	**37%**	25%	39%	23%	-	*	-	*	12%	25%	40%	28%	37%	39%
	2018	32%	27%	**19%**	4%	20%	18%	*	*	*	-	5%	38%	21%	10%	19%	19%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	**85%**	85%	85%	79%	-	*	-	*	59%	90%	87%	75%	84%	79%
	2018	87%	85%	**81%**	67%	81%	87%	*	*	*	-	49%	89%	83%	70%	81%	76%
At Meets Grade Level or Above	2019	62%	60%	**56%**	60%	56%	56%	-	*	-	*	25%	60%	60%	42%	56%	44%
	2018	59%	57%	**53%**	33%	53%	64%	*	*	*	-	19%	78%	56%	40%	53%	41%
At Masters Grade Level	2019	25%	21%	**17%**	0%	17%	26%	-	*	-	*	2%	10%	18%	12%	16%	12%
	2018	24%	21%	**19%**	8%	19%	22%	*	*	*	-	2%	33%	21%	11%	19%	10%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	**90%**	88%	90%	97%	-	*	-	*	70%	100%	92%	81%	90%	81%
	2018	92%	92%	**86%**	71%	86%	81%	*	*	-	*	58%	*	87%	77%	85%	72%
At Meets Grade Level or Above	2019	73%	73%	**63%**	56%	62%	79%	-	*	-	*	35%	40%	66%	49%	62%	37%
	2018	70%	70%	**62%**	50%	62%	56%	*	*	-	*	31%	*	63%	52%	60%	34%
At Masters Grade Level	2019	45%	42%	**34%**	31%	33%	59%	-	*	-	*	10%	20%	35%	28%	32%	14%
	2018	40%	37%	**30%**	43%	30%	33%	*	*	-	*	7%	*	32%	23%	28%	12%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**72%**	69%	72%	68%	*	100%	*	67%	43%	77%	74%	61%	71%	63%
	2018	77%	74%	**67%**	54%	67%	66%	78%	67%	*	80%	37%	77%	70%	54%	67%	57%
At Meets Grade Level or Above	2019	50%	45%	**50%**	49%	50%	47%	*	90%	*	58%	22%	54%	53%	38%	49%	38%
	2018	48%	42%	**42%**	31%	42%	46%	56%	67%	*	60%	16%	54%	45%	29%	41%	27%
At Masters Grade Level	2019	24%	18%	**16%**	12%	16%	19%	*	10%	*	33%	5%	13%	18%	12%	16%	12%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

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

Total Students: 2,670
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	22%	16%	**13%**	9%	13%	14%	22%	33%	*	20%	3%	29%	14%	8%	13%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**56%**	47%	56%	53%	*	100%	*	*	19%	50%	59%	42%	55%	43%
	2018	74%	69%	**51%**	41%	51%	50%	*	*	*	*	17%	60%	54%	35%	51%	35%
At Meets Grade Level or Above	2019	48%	42%	**38%**	42%	38%	37%	*	80%	*	*	10%	44%	40%	27%	37%	25%
	2018	46%	39%	**31%**	30%	30%	36%	*	*	*	*	9%	33%	33%	19%	30%	14%
At Masters Grade Level	2019	21%	15%	**4%**	4%	4%	4%	*	0%	*	*	3%	6%	5%	3%	4%	1%
	2018	19%	14%	**3%**	3%	3%	3%	*	*	*	*	2%	7%	3%	1%	3%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**89%**	92%	90%	77%	-	*	-	*	75%	100%	91%	83%	89%	91%
	2018	81%	80%	**79%**	63%	80%	69%	*	*	*	-	56%	88%	83%	65%	79%	78%
At Meets Grade Level or Above	2019	52%	47%	**67%**	50%	69%	40%	-	*	-	*	43%	75%	70%	55%	66%	67%
	2018	50%	43%	**42%**	21%	43%	47%	*	*	*	-	19%	50%	46%	26%	43%	39%
At Masters Grade Level	2019	26%	21%	**37%**	25%	39%	23%	-	*	-	*	12%	25%	40%	28%	37%	39%
	2018	24%	17%	**19%**	4%	20%	18%	*	*	*	-	5%	38%	21%	10%	19%	19%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**85%**	85%	85%	79%	-	*	-	*	59%	90%	87%	75%	84%	79%
	2018	80%	78%	**81%**	67%	81%	87%	*	*	*	-	49%	89%	83%	70%	81%	76%
At Meets Grade Level or Above	2019	54%	50%	**56%**	60%	56%	56%	-	*	-	*	25%	60%	60%	42%	56%	44%
	2018	51%	47%	**53%**	33%	53%	64%	*	*	*	-	19%	78%	56%	40%	53%	41%
At Masters Grade Level	2019	25%	19%	**17%**	0%	17%	26%	-	*	-	*	2%	10%	18%	12%	16%	12%
	2018	23%	18%	**19%**	8%	19%	22%	*	*	*	-	2%	33%	21%	11%	19%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**90%**	88%	90%	97%	-	*	-	*	70%	100%	92%	81%	90%	81%
	2018	78%	79%	**86%**	71%	86%	81%	*	*	-	*	58%	*	87%	77%	85%	72%
At Meets Grade Level or Above	2019	55%	54%	**63%**	56%	62%	79%	-	*	-	*	35%	40%	66%	49%	62%	37%
	2018	53%	52%	**62%**	50%	62%	56%	*	*	-	*	31%	*	63%	52%	60%	34%
At Masters Grade Level	2019	33%	30%	**34%**	31%	33%	59%	-	*	-	*	10%	20%	35%	28%	32%	14%
	2018	31%	27%	**30%**	43%	30%	33%	*	*	-	*	7%	*	32%	23%	28%	12%

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

Total Students: 2,670
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	68	**72**	71	72	71	*	*	-	-	66	*	71	75	71	73
	2018	67	65	**64**	68	64	66	*	-	-	*	51	80	64	64	64	55
End of Course Algebra I	2019	75	88	**84**	82	85	67	-	*	-	*	69	93	85	82	83	83
	2018	72	68	**62**	50	62	67	*	*	*	-	46	57	64	52	62	63
All Grades Both Subjects	2019	69	69	**77**	77	78	69	*	*	-	*	68	80	77	78	77	78
	2018	69	68	**63**	60	63	66	*	*	*	*	49	67	64	58	63	60
All Grades ELA/Reading	2019	68	68	**72**	71	72	71	*	*	-	-	66	*	71	75	71	73
	2018	69	68	**64**	68	64	66	*	-	-	*	51	80	64	64	64	55
All Grades Mathematics	2019	70	70	**84**	82	85	67	-	*	-	*	69	93	85	82	83	83
	2018	70	69	**62**	50	62	67	*	*	*	-	46	57	64	52	62	63

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

There is no data for this campus.

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

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

Total Students: 2,670
Grade Span: 09 - 12
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**72%**	*	-	*	-	-	46%	25%	47%	44%	46%	46%
	2018	77%	74%	**67%**	-	-	-	-	-	39%	38%	*	46%	39%	39%
At Meets Grade Level or Above	2019	50%	45%	**50%**	*	-	*	-	-	19%	3%	19%	22%	19%	19%
	2018	48%	42%	**42%**	-	-	-	-	-	11%	11%	*	12%	11%	11%
At Masters Grade Level	2019	24%	18%	**16%**	*	-	*	-	-	5%	0%	5%	4%	5%	5%
	2018	22%	16%	**13%**	-	-	-	-	-	2%	2%	*	0%	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**56%**	*	-	*	-	-	21%	11%	21%	16%	21%	21%
	2018	74%	69%	**51%**	-	-	-	-	-	15%	15%	*	8%	15%	14%
At Meets Grade Level or Above	2019	48%	42%	**38%**	*	-	*	-	-	7%	6%	7%	6%	7%	7%
	2018	46%	39%	**31%**	-	-	-	-	-	2%	2%	*	4%	2%	2%
At Masters Grade Level	2019	21%	15%	**4%**	*	-	*	-	-	0%	0%	0%	0%	0%	0%
	2018	19%	14%	**3%**	-	-	-	-	-	0%	0%	*	0%	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**89%**	*	-	*	-	-	85%	*	85%	88%	85%	85%
	2018	81%	80%	**79%**	-	-	-	-	-	62%	62%	-	88%	62%	64%
At Meets Grade Level or Above	2019	52%	47%	**67%**	*	-	*	-	-	50%	*	50%	88%	50%	52%
	2018	50%	43%	**42%**	-	-	-	-	-	21%	21%	-	19%	21%	21%
At Masters Grade Level	2019	26%	21%	**37%**	*	-	*	-	-	20%	*	20%	25%	21%	21%
	2018	24%	17%	**19%**	-	-	-	-	-	6%	6%	-	0%	6%	5%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**85%**	*	-	*	-	-	62%	40%	63%	83%	62%	64%
	2018	80%	78%	**81%**	-	-	-	-	-	59%	59%	-	60%	59%	59%
At Meets Grade Level or Above	2019	54%	50%	**56%**	*	-	*	-	-	20%	0%	21%	25%	21%	21%
	2018	51%	47%	**53%**	-	-	-	-	-	16%	16%	-	20%	16%	17%
At Masters Grade Level	2019	25%	19%	**17%**	*	-	*	-	-	4%	0%	4%	0%	4%	4%
	2018	23%	18%	**19%**	-	-	-	-	-	1%	1%	-	0%	1%	1%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**90%**	-	-	-	-	-	71%	43%	74%	*	71%	71%
	2018	78%	79%	**86%**	-	-	-	-	-	62%	62%	-	*	62%	62%
At Meets Grade Level or Above	2019	55%	54%	**63%**	-	-	-	-	-	20%	0%	21%	*	20%	19%
	2018	53%	52%	**62%**	-	-	-	-	-	22%	22%	-	*	22%	21%
At Masters Grade Level	2019	33%	30%	**34%**	-	-	-	-	-	3%	0%	4%	*	3%	3%
	2018	31%	27%	**30%**	-	-	-	-	-	5%	5%	-	*	5%	5%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**77%**	*	-	*	-	-	74%	*	74%	86%	74%	75%
	2018	69%	68%	**63%**	-	-	-	-	-	49%	49%	-	57%	49%	50%
All Grades ELA/Reading	2019	68%	68%	**72%**	-	-	-	-	-	70%	*	70%	86%	70%	71%
	2018	69%	68%	**64%**	-	-	-	-	-	46%	46%	-	*	46%	46%
All Grades Mathematics	2019	70%	70%	**84%**	*	-	*	-	-	77%	-	77%	86%	77%	78%
	2018	70%	69%	**62%**	-	-	-	-	-	52%	52%	-	59%	52%	53%

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

Total Students: 2,670
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**95%**	95%	95%	96%	80%	100%	*	100%	94%	95%	97%
Included in Accountability	94%	94%	**87%**	79%	88%	89%	80%	53%	*	75%	85%	89%	80%
Not Included in Accountability													
Mobile	4%	3%	**5%**	16%	4%	7%	0%	32%	*	25%	5%	3%	5%
Other Exclusions	1%	2%	**3%**	0%	4%	0%	0%	16%	*	0%	4%	3%	12%
Not Tested	1%	1%	**5%**	5%	5%	4%	20%	0%	*	0%	6%	5%	3%
Absent	1%	1%	**4%**	4%	4%	3%	20%	0%	*	0%	6%	4%	2%
Other	0%	0%	**1%**	1%	1%	1%	0%	0%	*	0%	0%	1%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**97%**	98%	97%	93%	100%	100%	*	100%	96%	97%	98%
Included in Accountability	94%	94%	**91%**	82%	91%	86%	90%	86%	*	71%	91%	92%	85%
Not Included in Accountability													
Mobile	4%	4%	**4%**	16%	4%	7%	0%	0%	*	29%	3%	4%	6%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	10%	14%	*	0%	1%	2%	7%
Not Tested	1%	1%	**3%**	2%	3%	7%	0%	0%	*	0%	4%	3%	2%
Absent	1%	1%	**3%**	2%	3%	7%	0%	0%	*	0%	4%	3%	2%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: PASADENA ISD
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Total Students: 2,670
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**90.5%**	89.1%	90.7%	87.0%	83.9%	*	*	89.7%	87.4%	90.5%	89.7%
2016-17	95.7%	94.6%	**90.6%**	87.6%	90.9%	86.4%	*	*	*	87.6%	89.2%	90.6%	90.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	**1.4%**	2.1%	1.4%	1.6%	0.0%	0.0%	*	0.0%	1.7%	1.3%	1.8%
2016-17	1.9%	2.3%	**1.2%**	4.2%	1.0%	3.1%	0.0%	0.0%	*	0.0%	2.2%	1.1%	1.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	**91.3%**	90.5%	91.8%	80.6%	-	*	-	*	91.1%	90.5%	86.1%
Received TxCHSE	0.4%	0.5%	**0.3%**	0.0%	0.3%	0.0%	-	*	-	*	0.0%	0.4%	0.0%
Continued HS	3.8%	3.1%	**4.7%**	4.8%	4.3%	12.9%	-	*	-	*	1.8%	5.5%	4.2%
Dropped Out	5.7%	6.5%	**3.7%**	4.8%	3.5%	6.5%	-	*	-	*	7.1%	3.6%	9.7%
Graduates and TxCHSE	90.4%	90.4%	**91.6%**	90.5%	92.1%	80.6%	-	*	-	*	91.1%	90.9%	86.1%
Graduates, TxCHSE, and Continuers	94.3%	93.5%	**96.3%**	95.2%	96.5%	93.5%	-	*	-	*	92.9%	96.4%	90.3%
Class of 2017													
Graduated	89.7%	89.9%	**91.4%**	76.9%	92.1%	84.4%	*	-	*	*	84.1%	91.7%	77.4%
Received TxCHSE	0.4%	0.4%	**0.3%**	0.0%	0.4%	0.0%	*	-	*	*	0.0%	0.2%	0.0%
Continued HS	4.0%	3.1%	**3.5%**	0.0%	3.6%	3.1%	*	-	*	*	4.5%	3.1%	11.3%
Dropped Out	5.9%	6.5%	**4.8%**	23.1%	3.9%	12.5%	*	-	*	*	11.4%	5.0%	11.3%
Graduates and TxCHSE	90.1%	90.3%	**91.7%**	76.9%	92.5%	84.4%	*	-	*	*	84.1%	91.9%	77.4%
Graduates, TxCHSE, and Continuers	94.1%	93.5%	**95.2%**	76.9%	96.1%	87.5%	*	-	*	*	88.6%	95.0%	88.7%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	**94.7%**	84.6%	95.0%	93.3%	*	-	*	*	90.5%	94.6%	86.5%
Received TxCHSE	0.6%	0.5%	**0.3%**	0.0%	0.4%	0.0%	*	-	*	*	0.0%	0.2%	0.0%
Continued HS	1.1%	0.3%	**0.2%**	0.0%	0.2%	0.0%	*	-	*	*	0.0%	0.2%	0.0%
Dropped Out	6.3%	7.0%	**4.8%**	15.4%	4.5%	6.7%	*	-	*	*	9.5%	5.0%	13.5%
Graduates and TxCHSE	92.6%	92.7%	**95.0%**	84.6%	95.3%	93.3%	*	-	*	*	90.5%	94.8%	86.5%
Graduates, TxCHSE, and Continuers	93.7%	93.0%	**95.2%**	84.6%	95.5%	93.3%	*	-	*	*	90.5%	95.0%	86.5%
Class of 2016													
Graduated	91.6%	93.1%	**95.6%**	95.0%	95.8%	91.9%	-	*	-	*	89.8%	95.7%	92.6%
Received TxCHSE	0.7%	0.6%	**0.6%**	0.0%	0.6%	0.0%	-	*	-	*	0.0%	0.4%	0.0%
Continued HS	1.2%	0.2%	**0.3%**	5.0%	0.2%	0.0%	-	*	-	*	0.0%	0.4%	0.0%
Dropped Out	6.6%	6.0%	**3.6%**	0.0%	3.4%	8.1%	-	*	-	*	10.2%	3.6%	7.4%
Graduates and TxCHSE	92.2%	93.8%	**96.2%**	95.0%	96.4%	91.9%	-	*	-	*	89.8%	96.1%	92.6%
Graduates, TxCHSE, and Continuers	93.4%	94.0%	**96.4%**	100.0%	96.6%	91.9%	-	*	-	*	89.8%	96.4%	92.6%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	**96.1%**	100.0%	96.3%	91.9%	-	*	-	*	89.8%	96.2%	92.6%

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

Total Students: 2,670
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	**0.6%**	0.0%	0.6%	0.0%	-	*	-	*	0.0%	0.4%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.8%	**3.3%**	0.0%	3.1%	8.1%	-	*	-	*	10.2%	3.4%	7.4%
Graduates and TxCHSE	92.9%	94.1%	**96.7%**	100.0%	96.9%	91.9%	-	*	-	*	89.8%	96.6%	92.6%
Graduates, TxCHSE, and Continuers	93.4%	94.2%	**96.7%**	100.0%	96.9%	91.9%	-	*	-	*	89.8%	96.6%	92.6%
Class of 2015													
Graduated	91.8%	92.6%	**96.6%**	95.0%	96.9%	94.5%	*	-	-	*	95.6%	96.5%	96.2%
Received TxCHSE	1.0%	0.9%	**1.0%**	0.0%	0.9%	1.8%	*	-	-	*	0.0%	0.7%	0.0%
Continued HS	0.6%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.7%	6.4%	**2.4%**	5.0%	2.2%	3.6%	*	-	-	*	4.4%	2.8%	3.8%
Graduates and TxCHSE	92.8%	93.5%	**97.6%**	95.0%	97.8%	96.4%	*	-	-	*	95.6%	97.2%	96.2%
Graduates, TxCHSE, and Continuers	93.3%	93.6%	**97.6%**	95.0%	97.8%	96.4%	*	-	-	*	95.6%	97.2%	96.2%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	**89.4%**	90.5%	90.1%	75.8%	-	*	-	*	76.1%	88.8%	84.9%
Class of 2017	89.7%	87.6%	**88.5%**	76.9%	88.9%	84.4%	*	-	*	*	72.5%	89.5%	73.2%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	**62.5%**	*	57.1%	-	-	-	-	-	-	80.0%	*
Class of 2017	88.5%	83.8%	**85.3%**	50.0%	86.1%	81.5%	*	-	*	*	18.9%	86.6%	53.7%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	**3.1%**	0.0%	3.4%	0.0%	-	*	-	*	6.4%	3.2%	10.5%
Class of 2017	6.0%	0.0%	*	-	*	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	**84.8%**	94.4%	84.6%	80.0%	-	*	-	*	61.7%	84.1%	66.7%
Class of 2017	60.8%	0.0%	*	-	*	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	**87.6%**	94.7%	87.7%	80.0%	-	*	-	*	68.1%	87.3%	75.4%
Class of 2017	85.9%	83.4%	**85.0%**	50.0%	85.8%	81.5%	*	-	*	*	18.9%	86.6%	53.7%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	**3.7%**	*	4.5%	*	-	-	-	-	*	0.0%	*
2016-17	87.2%	80.6%	**79.8%**	50.0%	80.3%	84.6%	*	-	*	*	12.7%	83.5%	57.1%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	**3.1%**	0.0%	3.3%	0.0%	-	*	-	*	6.3%	2.9%	8.5%
2016-17	7.2%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	**84.9%**	94.7%	84.7%	80.0%	-	*	-	*	60.4%	85.0%	70.4%
2016-17	56.5%	38.9%	**66.7%**	-	66.7%	-	-	-	-	-	-	80.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	**84.4%**	85.7%	84.9%	71.4%	-	*	-	*	65.3%	85.3%	77.8%
2016-17	84.0%	80.1%	**79.6%**	50.0%	80.0%	84.6%	*	-	*	*	12.7%	83.5%	59.1%

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

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

Total Students: 2,670
Grade Span: 09 - 12
School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	652	100.0%	3,725	347,893
By Ethnicity:				
African American	21	3.2%	305	43,502
Hispanic	600	92.0%	3,031	173,272
White	28	4.3%	210	107,052
American Indian	0	0.0%	5	1,226
Asian	1	0.2%	150	15,589
Pacific Islander	0	0.0%	2	528
Two or More Races	2	0.3%	22	6,724
By Graduation Type:				
Minimum H.S. Program	26	4.0%	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	1	0.2%	9	3,538
Foundation H.S. Program (No Endorsement)	79	12.1%	581	49,432
Foundation H.S. Program (Endorsement)	19	2.9%	105	16,542
Foundation H.S. Program (DLA)	527	80.8%	2,924	272,526
Special Education Graduates	53	8.1%	244	25,962
Economically Disadvantaged Graduates	464	71.2%	2,432	166,956
LEP Graduates	73	11.2%	322	21,359
At-Risk Graduates	335	51.4%	1,750	144,805

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Total Students: 2,670
Grade Span: 09 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	**56.6%**	38.1%	57.4%	51.8%	-	*	-	*	86.8%	57.3%	48.6%
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	**38.8%**	28.6%	39.3%	32.1%	-	*	-	*	5.7%	39.0%	24.7%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	**45.1%**	57.1%	44.5%	46.4%	-	*	-	*	9.4%	46.1%	5.5%
Mathematics													
2017-18	46.0%	47.8%	**44.3%**	23.8%	45.3%	32.1%	-	*	-	*	11.3%	44.8%	19.2%
Both Subjects													
2017-18	42.1%	36.8%	**32.2%**	23.8%	32.5%	28.6%	-	*	-	*	5.7%	33.4%	4.1%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	**8.1%**	14.3%	7.8%	10.7%	-	*	-	*	0.0%	8.6%	1.4%
2016-17	19.9%	9.3%	**4.2%**	8.3%	4.3%	0.0%	*	-	*	*	0.0%	4.5%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	**16.1%**	9.5%	16.3%	14.3%	-	*	-	*	1.9%	15.1%	21.9%
2016-17	20.1%	16.2%	**16.1%**	0.0%	15.5%	34.6%	*	-	*	*	0.0%	17.2%	11.4%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2016-17	0.8%	1.4%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	**26.7%**	11.9%	27.2%	28.6%	-	*	-	*	86.8%	27.8%	28.8%
2016-17	13.2%	11.8%	**12.5%**	12.5%	12.5%	15.4%	*	-	*	*	60.9%	12.6%	12.5%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2016-17	2.7%	1.7%	**1.0%**	0.0%	1.1%	0.0%	*	-	*	*	0.0%	1.3%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	**5.2%**	0.0%	5.5%	3.6%	-	*	-	*	52.8%	5.0%	11.0%
2016-17	1.0%	3.4%	**5.5%**	8.3%	5.6%	3.8%	*	-	*	*	60.0%	4.5%	11.4%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	**35.9%**	19.0%	37.0%	25.0%	-	*	-	*	35.8%	38.6%	32.9%
2016-17	17.3%	11.8%	**10.9%**	8.3%	11.2%	7.7%	*	-	*	*	1.8%	12.9%	2.3%

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

Total Students: 2,670
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	**2.5%**	0.0%	2.3%	7.1%	-	*	-	*	0.0%	2.4%	2.7%
2016-17	2.2%	1.8%	**1.0%**	0.0%	0.7%	7.7%	*	-	*	*	0.0%	0.9%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	**4.9%**	4.8%	4.8%	7.1%	-	*	-	*	60.4%	5.0%	6.8%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	**0.3%**	0.0%	0.3%	0.0%	-	*	-	*	0.0%	0.2%	1.4%
2016-17	0.5%	0.4%	**0.3%**	0.0%	0.4%	0.0%	*	-	*	*	0.0%	0.4%	0.0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	**23.6%**	28.6%	23.5%	25.0%	-	*	-	*	7.5%	22.2%	2.7%
2016-17	23.4%	20.8%	**17.6%**	25.0%	17.3%	23.1%	*	-	*	*	3.6%	18.3%	4.5%
Mathematics													
2017-18	23.7%	25.7%	**24.1%**	19.0%	24.7%	14.3%	-	*	-	*	7.5%	22.8%	5.5%
2016-17	19.8%	24.0%	**18.4%**	8.3%	18.7%	19.2%	*	-	*	*	0.0%	20.3%	2.3%
Both Subjects													
2017-18	18.1%	12.7%	**12.0%**	9.5%	12.2%	10.7%	-	*	-	*	3.8%	10.8%	2.7%
2016-17	12.9%	11.8%	**7.9%**	8.3%	7.7%	11.5%	*	-	*	*	0.0%	8.5%	2.3%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	**53.8%**	42.9%	54.5%	50.0%	-	*	-	*	52.8%	56.9%	45.2%
2016-17	50.5%	26.8%	**24.2%**	33.3%	24.5%	19.2%	*	-	*	*	29.1%	25.9%	15.9%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	7.1%	**8.0%**	0.0%	8.3%	7.1%	-	*	-	*	3.8%	8.4%	13.7%
2016-17	1.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2016-17	0.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	**30.2%**	27.0%	30.5%	23.7%	*	*	-	*	n/a	28.8%	n/a
2017	26.2%	24.4%	**27.9%**	27.0%	27.5%	34.8%	*	*	*	*	n/a	27.4%	n/a
English Language Arts													
2018	15.3%	17.2%	**17.2%**	13.5%	17.3%	17.1%	*	*	-	*	n/a	16.4%	n/a
2017	15.9%	15.2%	**17.8%**	18.9%	17.1%	27.5%	*	*	*	*	n/a	16.8%	n/a
Mathematics													
2018	7.3%	7.8%	**7.8%**	5.4%	7.8%	7.9%	*	*	-	*	n/a	7.6%	n/a
2017	7.2%	6.4%	**6.0%**	0.0%	6.0%	8.7%	*	*	*	*	n/a	6.2%	n/a
Science													
2018	10.8%	15.9%	**14.7%**	13.5%	15.0%	7.9%	*	*	-	*	n/a	14.6%	n/a
2017	10.9%	13.2%	**12.7%**	10.8%	12.5%	17.4%	*	*	*	*	n/a	12.1%	n/a
Social Studies													
2018	14.5%	13.5%	**17.0%**	13.5%	17.0%	15.8%	*	*	-	*	n/a	16.7%	n/a
2017	15.0%	13.9%	**17.8%**	21.6%	17.2%	24.6%	*	*	*	*	n/a	17.2%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	**30.6%**	0.0%	31.1%	44.4%	*	-	-	*	n/a	32.1%	n/a
2017	49.1%	39.5%	**31.4%**	20.0%	31.3%	41.7%	-	-	*	*	n/a	32.3%	n/a
English Language Arts													
2018	42.5%	18.5%	**17.9%**	0.0%	17.3%	38.5%	-	-	-	*	n/a	19.8%	n/a
2017	41.3%	24.7%	**16.1%**	0.0%	16.0%	26.3%	-	-	*	*	n/a	17.4%	n/a
Mathematics													
2018	52.8%	42.4%	**36.0%**	*	36.3%	50.0%	-	-	-	*	n/a	34.1%	n/a

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

Total Students: 2,670
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	**50.6%**	-	50.6%	50.0%	-	-	-	-	n/a	51.5%	n/a
Science													
2018	38.0%	18.0%	**11.9%**	0.0%	11.2%	50.0%	*	-	-	*	n/a	10.9%	n/a
2017	38.3%	21.6%	**10.8%**	*	11.3%	8.3%	-	-	-	*	n/a	9.8%	n/a
Social Studies													
2018	44.6%	26.9%	**20.2%**	0.0%	20.6%	25.0%	*	-	-	*	n/a	20.5%	n/a
2017	41.4%	28.2%	**20.6%**	25.0%	20.0%	29.4%	-	-	-	*	n/a	20.7%	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	**53.2%**	85.7%	51.5%	60.7%	-	*	-	*	n/a	55.0%	n/a
2016-17	73.5%	54.8%	**59.4%**	50.0%	58.7%	76.9%	50.0%	-	100.0%	100.0%	n/a	62.3%	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	**27.7%**	16.7%	27.5%	29.4%	-	*	-	*	n/a	28.3%	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	**981**	968	980	998	-	*	-	*	n/a	980	n/a
English Language Arts and Writing													
2017-18	521	506	**490**	495	489	494	-	*	-	*	n/a	490	n/a
Mathematics													
2017-18	515	507	**492**	473	492	503	-	*	-	*	n/a	490	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	**19.4**	18.0	19.6	*	-	*	-	-	n/a	19.6	n/a
English Language Arts													
2017-18	20.3	20.0	**18.9**	17.6	19.1	*	-	*	-	-	n/a	19.2	n/a
Mathematics													
2017-18	20.6	20.6	**19.4**	15.9	19.7	*	-	*	-	-	n/a	19.6	n/a
Science													
2017-18	20.9	20.8	**19.9**	20.1	19.9	*	-	*	-	-	n/a	20.0	n/a

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

Total Students: 2,670
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	**36.0%**	27.4%	36.7%	26.3%	50.0%	40.0%	*	62.5%	7.9%	35.5%	25.5%
2016-17	37.1%	31.6%	**28.7%**	20.5%	28.9%	28.0%	60.0%	*	*	37.5%	3.3%	28.0%	15.5%
English Language Arts													
2017-18	17.3%	17.1%	**15.3%**	13.3%	15.5%	11.8%	16.7%	20.0%	*	37.5%	2.2%	15.1%	11.1%
2016-17	16.8%	12.2%	**10.3%**	10.5%	10.1%	12.5%	0.0%	*	*	25.0%	0.3%	9.6%	2.8%
Mathematics													
2017-18	20.7%	14.7%	**13.6%**	9.3%	13.8%	10.9%	16.7%	20.0%	*	14.3%	1.4%	12.7%	3.4%
2016-17	19.5%	15.3%	**12.2%**	7.1%	12.1%	15.1%	0.0%	*	*	37.5%	0.3%	11.7%	1.6%
Science													
2017-18	21.2%	13.6%	**13.5%**	16.2%	13.9%	6.1%	0.0%	0.0%	*	25.0%	1.7%	13.1%	4.3%
2016-17	5.7%	4.6%	**5.1%**	1.5%	5.1%	6.9%	20.0%	*	*	0.0%	0.3%	5.4%	0.8%
Social Studies													
2017-18	22.8%	18.8%	**18.1%**	11.5%	18.3%	16.8%	20.0%	20.0%	*	28.6%	0.8%	17.9%	1.7%
2016-17	21.8%	18.6%	**18.6%**	15.5%	18.5%	22.5%	*	*	-	12.5%	0.9%	17.7%	1.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	**48.4%**	33.3%	49.4%	38.5%	*	-	*	*	18.5%	49.9%	27.7%
2015-16	54.7%	53.5%	**43.8%**	42.1%	44.5%	30.6%	-	*	-	*	21.7%	43.4%	25.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	**44.5%**	*	44.0%	60.0%	-	-	*	-	0.0%	44.9%	8.3%
2015-16	55.7%	41.7%	**32.1%**	12.5%	31.5%	60.0%	-	*	-	*	10.0%	34.8%	8.3%

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	2,670	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	760	28.5%	8.1%	8.1%
Grade 10	685	25.7%	7.7%	7.4%
Grade 11	599	22.4%	7.3%	6.9%
Grade 12	626	23.4%	6.9%	6.5%
Ethnic Distribution:				
African American	72	2.7%	7.2%	12.6%
Hispanic	2,439	91.3%	83.4%	52.6%
White	136	5.1%	5.6%	27.4%
American Indian	6	0.2%	0.1%	0.4%
Asian	8	0.3%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	9	0.3%	0.6%	2.4%
Economically Disadvantaged	2,382	89.2%	86.3%	60.6%
Non-Educationally Disadvantaged	288	10.8%	13.7%	39.4%
Section 504 Students	144	5.4%	5.6%	6.5%
English Learners (EL)	415	15.5%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	78	2.4%	1.3%	1.4%
Students w/ Dyslexia	117	4.4%	4.1%	3.6%
At-Risk	1,642	61.5%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	370			
By Type of Primary Disability				
Students with Intellectual Disabilities	248	67.0%	44.2%	42.4%
Students with Physical Disabilities	10	2.7%	16.3%	21.9%
Students with Autism	45	12.2%	21.4%	13.7%
Students with Behavioral Disabilities	67	18.1%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	462	14.3%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	30	0.9%		
Hispanic	376	11.7%		
White	51	1.6%		
American Indian	2	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.1%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	7.8%	4.8%	7.2%	9.0%	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	13.9	14.5	16.6
Foreign Languages	16.0	15.7	18.9
Mathematics	13.5	15.7	17.8
Science	14.8	16.2	18.9
Social Studies	13.3	15.3	19.3

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

Total Students: 2,670
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	257.5	100.0%	100.0%	100.0%
Professional Staff:	216.0	83.9%	59.1%	64.1%
Teachers	185.6	72.1%	46.1%	49.8%
Professional Support	24.2	9.4%	9.6%	10.1%
Campus Administration (School Leadership)	6.3	2.4%	2.4%	3.0%
Educational Aides:	41.5	16.1%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	8.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	109.5	42.5%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	19.6	10.5%	10.1%	10.6%
Hispanic	54.7	29.5%	35.2%	27.7%
White	103.3	55.7%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	3.0	1.6%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	5.0	2.7%	1.1%	1.1%
Males	80.0	43.1%	24.4%	23.8%
Females	105.6	56.9%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.8	1.5%	0.8%	1.4%
Bachelors	134.5	72.5%	76.3%	73.6%
Masters	45.3	24.4%	21.8%	24.3%
Doctorate	2.9	1.6%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	22.9	12.3%	6.4%	7.0%
1-5 Years Experience	59.0	31.8%	35.0%	28.9%
6-10 Years Experience	31.9	17.2%	21.1%	19.0%
11-20 Years Experience	51.0	27.5%	26.5%	29.3%
Over 20 Years Experience	20.7	11.1%	10.9%	15.7%
Number of Students per Teacher	14.4	n/a	13.9	15.1

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Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.5	6.3
Average Years Experience of Principals with District	3.0	7.3	5.4
Average Years Experience of Assistant Principals	5.8	6.3	5.3
Average Years Experience of Assistant Principals with District	5.0	6.0	4.7
Average Years Experience of Teachers:	9.7	9.7	11.1
Average Years Experience of Teachers with District:	7.0	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,380	$51,929	$47,218
1-5 Years Experience	$55,687	$54,679	$50,408
6-10 Years Experience	$60,311	$56,719	$52,786
11-20 Years Experience	$61,877	$57,147	$56,041
Over 20 Years Experience	$61,876	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$58,343	$56,382	$54,122
Professional Support	$72,942	$70,595	$64,069
Campus Administration (School Leadership)	$97,871	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 2,670
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	389	14.6%	27.1%	19.7%
Career & Technical Education	1,685	63.1%	20.5%	26.3%
Gifted & Talented Education	106	4.0%	5.3%	8.1%
Special Education	370	13.9%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	0.8%	9.6%	6.4%
Career & Technical Education	21.3	11.5%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	97.3	52.4%	68.3%	71.4%
Special Education	47.9	25.8%	13.3%	9.1%
Other	17.6	9.5%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH HOUSTON HIGH SCHOOL**

Campus Number: **101917003**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

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

Total Students: 2,366
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 4 Writing																	
At Approaches Grade Level or Above	2018	63%	62%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
At Meets Grade Level or Above	2018	39%	36%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
At Masters Grade Level	2018	11%	8%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	60%	**52%**	36%	54%	50%	*	60%	-	*	20%	41%	56%	40%	51%	49%
	2018	65%	57%	**54%**	38%	55%	63%	*	86%	*	-	12%	36%	57%	41%	54%	45%
At Meets Grade Level or Above	2019	50%	42%	**34%**	21%	35%	33%	*	60%	-	*	8%	29%	37%	24%	34%	32%
	2018	44%	35%	**31%**	19%	32%	44%	*	71%	*	-	5%	36%	33%	23%	30%	22%
At Masters Grade Level	2019	11%	6%	**5%**	3%	5%	6%	*	20%	-	*	2%	0%	6%	2%	4%	3%
	2018	7%	5%	**3%**	3%	3%	6%	*	29%	*	-	0%	9%	3%	3%	3%	2%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	61%	**52%**	41%	52%	58%	*	80%	-	-	16%	36%	58%	31%	52%	39%
	2018	67%	58%	**56%**	44%	56%	58%	-	86%	*	*	18%	29%	58%	46%	55%	37%
At Meets Grade Level or Above	2019	49%	41%	**32%**	27%	32%	50%	*	80%	-	-	6%	18%	38%	16%	32%	18%
	2018	48%	38%	**33%**	28%	33%	42%	-	57%	*	*	15%	0%	36%	24%	33%	15%
At Masters Grade Level	2019	8%	5%	**2%**	1%	2%	0%	*	20%	-	-	1%	0%	3%	0%	2%	1%
	2018	8%	4%	**2%**	1%	3%	5%	-	0%	*	*	1%	0%	3%	2%	2%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**80%**	69%	82%	55%	*	*	-	*	45%	70%	82%	76%	80%	85%
	2018	83%	81%	**73%**	57%	75%	67%	*	*	-	-	34%	100%	74%	68%	73%	75%
At Meets Grade Level or Above	2019	61%	73%	**61%**	58%	62%	36%	*	*	-	*	27%	40%	64%	53%	61%	65%
	2018	55%	49%	**34%**	18%	36%	67%	*	*	-	-	9%	33%	35%	31%	36%	32%
At Masters Grade Level	2019	37%	46%	**33%**	29%	34%	18%	*	*	-	*	8%	20%	34%	30%	34%	36%
	2018	32%	27%	**12%**	7%	12%	0%	*	*	-	-	1%	0%	13%	8%	12%	11%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	**84%**	84%	84%	83%	-	80%	-	*	53%	78%	87%	78%	84%	83%
	2018	87%	85%	**83%**	74%	84%	77%	*	86%	-	-	46%	78%	84%	76%	83%	79%
At Meets Grade Level or Above	2019	62%	60%	**59%**	60%	59%	50%	-	60%	-	*	19%	56%	64%	45%	58%	53%
	2018	59%	57%	**56%**	46%	57%	62%	*	86%	-	-	17%	56%	59%	48%	56%	47%
At Masters Grade Level	2019	25%	21%	**21%**	18%	21%	17%	-	60%	-	*	5%	33%	23%	15%	20%	18%
	2018	24%	21%	**18%**	7%	18%	38%	*	86%	-	-	2%	22%	20%	13%	18%	11%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	**88%**	88%	89%	70%	*	*	-	-	69%	56%	91%	78%	89%	76%
	2018	92%	92%	**92%**	90%	93%	94%	-	*	*	-	72%	100%	93%	89%	93%	82%
At Meets Grade Level or Above	2019	73%	73%	**68%**	72%	68%	60%	*	*	-	-	36%	33%	73%	51%	69%	43%
	2018	70%	70%	**68%**	61%	69%	81%	-	*	*	-	44%	40%	71%	56%	69%	41%
At Masters Grade Level	2019	45%	42%	**33%**	33%	33%	30%	*	*	-	-	10%	11%	36%	23%	33%	12%
	2018	40%	37%	**30%**	13%	32%	44%	-	*	*	-	12%	20%	31%	25%	32%	16%

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

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

Total Students: 2,366
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**68%**	58%	69%	62%	*	77%	-	*	36%	54%	72%	57%	68%	63%
	2018	77%	74%	**69%**	57%	70%	71%	*	86%	*	*	32%	63%	71%	60%	69%	60%
At Meets Grade Level or Above	2019	50%	45%	**48%**	43%	48%	44%	*	68%	-	*	17%	34%	52%	35%	48%	40%
	2018	48%	42%	**43%**	32%	43%	57%	*	68%	*	*	15%	34%	45%	34%	43%	30%
At Masters Grade Level	2019	24%	18%	**16%**	14%	16%	13%	*	36%	-	*	5%	11%	18%	12%	16%	12%
	2018	22%	16%	**12%**	6%	12%	20%	*	39%	*	*	2%	11%	12%	9%	12%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**52%**	38%	53%	53%	*	70%	-	*	18%	39%	57%	36%	52%	45%
	2018	74%	69%	**55%**	41%	56%	60%	*	86%	*	*	15%	33%	58%	43%	55%	41%
At Meets Grade Level or Above	2019	48%	42%	**33%**	24%	34%	40%	*	70%	-	*	7%	25%	38%	20%	33%	25%
	2018	46%	39%	**32%**	23%	33%	43%	*	64%	*	*	10%	22%	34%	23%	32%	19%
At Masters Grade Level	2019	21%	15%	**3%**	2%	4%	3%	*	20%	-	*	2%	0%	4%	1%	3%	2%
	2018	19%	14%	**3%**	2%	3%	6%	*	14%	*	*	1%	6%	3%	2%	2%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**80%**	69%	82%	55%	*	*	-	*	45%	70%	82%	76%	80%	85%
	2018	81%	80%	**73%**	57%	75%	67%	*	*	-	-	34%	100%	74%	68%	73%	75%
At Meets Grade Level or Above	2019	52%	47%	**61%**	58%	62%	36%	*	*	-	*	27%	40%	64%	53%	61%	65%
	2018	50%	43%	**34%**	18%	36%	67%	*	*	-	-	9%	33%	35%	31%	36%	32%
At Masters Grade Level	2019	26%	21%	**33%**	29%	34%	18%	*	*	-	*	8%	20%	34%	30%	34%	36%
	2018	24%	17%	**12%**	7%	12%	0%	*	*	-	-	1%	0%	13%	8%	12%	11%
All Grades Writing																	
At Approaches Grade Level or Above	2018	66%	62%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
At Meets Grade Level or Above	2018	41%	35%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
At Masters Grade Level	2018	13%	8%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**84%**	84%	84%	83%	-	80%	-	*	53%	78%	87%	78%	84%	83%
	2018	80%	78%	**83%**	74%	84%	77%	*	86%	-	-	46%	78%	84%	76%	83%	79%
At Meets Grade Level or Above	2019	54%	50%	**59%**	60%	59%	50%	-	60%	-	*	19%	56%	64%	45%	58%	53%
	2018	51%	47%	**56%**	46%	57%	62%	*	86%	-	-	17%	56%	59%	48%	56%	47%
At Masters Grade Level	2019	25%	19%	**21%**	18%	21%	17%	-	60%	-	*	5%	33%	23%	15%	20%	18%
	2018	23%	18%	**18%**	7%	18%	38%	*	86%	-	-	2%	22%	20%	13%	18%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**88%**	88%	89%	70%	*	*	-	-	69%	56%	91%	78%	89%	76%
	2018	78%	79%	**92%**	90%	93%	94%	-	*	*	-	72%	100%	93%	89%	93%	82%
At Meets Grade Level or Above	2019	55%	54%	**68%**	72%	68%	60%	*	*	-	-	36%	33%	73%	51%	69%	43%
	2018	53%	52%	**68%**	61%	69%	81%	-	*	*	-	44%	40%	71%	56%	69%	41%
At Masters Grade Level	2019	33%	30%	**33%**	33%	33%	30%	*	*	-	-	10%	11%	36%	23%	33%	12%
	2018	31%	27%	**30%**	13%	32%	44%	-	*	*	-	12%	20%	31%	25%	32%	16%

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

Total Students: 2,366
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	68	**64**	61	65	64	*	*	-	-	59	*	65	60	63	59
	2018	67	65	**62**	69	62	60	-	*	-	*	44	*	63	58	62	55
End of Course Algebra I	2019	75	88	**81**	82	82	55	-	*	-	*	53	100	80	85	81	84
	2018	72	68	**55**	48	56	80	*	*	-	-	32	*	55	57	57	53
All Grades Both Subjects	2019	69	69	**72**	71	72	59	*	80	-	*	56	94	72	72	71	72
	2018	69	68	**59**	58	59	67	*	50	-	*	39	50	59	58	59	54
All Grades ELA/Reading	2019	68	68	**64**	61	65	64	*	*	-	-	59	*	65	60	63	59
	2018	69	68	**62**	69	62	60	-	*	-	*	44	*	63	58	62	55
All Grades Mathematics	2019	70	70	**81**	82	82	55	-	*	-	*	53	100	80	85	81	84
	2018	70	69	**55**	48	56	80	*	*	-	-	32	*	55	57	57	53

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

Total Students: 2,366
Grade Span: 09 - 12
School Type: High School

There is no data for this campus.

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**68%**	*	*	-	-	-	45%	39%	45%	40%	45%	45%
	2018	77%	74%	**69%**	-	-	-	-	-	45%	45%	*	26%	45%	44%
At Meets Grade Level or Above	2019	50%	45%	**48%**	*	*	-	-	-	19%	14%	19%	14%	19%	19%
	2018	48%	42%	**43%**	-	-	-	-	-	13%	13%	*	4%	13%	13%
At Masters Grade Level	2019	24%	18%	**16%**	*	*	-	-	-	5%	2%	5%	3%	5%	4%
	2018	22%	16%	**12%**	-	-	-	-	-	3%	3%	*	0%	3%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**52%**	*	*	-	-	-	21%	17%	21%	21%	21%	21%
	2018	74%	69%	**55%**	-	-	-	-	-	20%	20%	*	8%	20%	19%
At Meets Grade Level or Above	2019	48%	42%	**33%**	*	*	-	-	-	5%	0%	5%	5%	5%	5%
	2018	46%	39%	**32%**	-	-	-	-	-	3%	3%	*	0%	3%	3%
At Masters Grade Level	2019	21%	15%	**3%**	*	*	-	-	-	0%	0%	0%	0%	0%	0%
	2018	19%	14%	**3%**	-	-	-	-	-	0%	0%	*	0%	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**80%**	-	-	-	-	-	79%	*	78%	69%	79%	78%
	2018	81%	80%	**73%**	-	-	-	-	-	65%	64%	*	45%	65%	63%
At Meets Grade Level or Above	2019	52%	47%	**61%**	-	-	-	-	-	53%	*	53%	23%	53%	50%
	2018	50%	43%	**34%**	-	-	-	-	-	22%	22%	*	0%	22%	20%
At Masters Grade Level	2019	26%	21%	**33%**	-	-	-	-	-	18%	*	19%	15%	18%	18%
	2018	24%	17%	**12%**	-	-	-	-	-	5%	5%	*	0%	5%	5%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**-**	-	-	-	-	-	-	-	-	-	-	-
	2018	66%	62%	*	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	32%	**-**	-	-	-	-	-	-	-	-	-	-	-
	2018	41%	35%	*	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	10%	**-**	-	-	-	-	-	-	-	-	-	-	-
	2018	13%	8%	*	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**84%**	-	-	-	-	-	73%	60%	74%	41%	73%	70%
	2018	80%	78%	**83%**	-	-	-	-	-	67%	68%	*	31%	67%	64%
At Meets Grade Level or Above	2019	54%	50%	**59%**	-	-	-	-	-	25%	20%	25%	18%	25%	24%
	2018	51%	47%	**56%**	-	-	-	-	-	21%	21%	*	8%	21%	20%
At Masters Grade Level	2019	25%	19%	**21%**	-	-	-	-	-	5%	0%	5%	0%	5%	4%
	2018	23%	18%	**18%**	-	-	-	-	-	3%	3%	*	0%	3%	3%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**88%**	*	*	-	-	-	66%	55%	68%	78%	67%	68%
	2018	78%	79%	**92%**	-	-	-	-	-	75%	75%	-	60%	75%	75%
At Meets Grade Level or Above	2019	55%	54%	**68%**	*	*	-	-	-	30%	27%	30%	33%	30%	30%
	2018	53%	52%	**68%**	-	-	-	-	-	27%	27%	-	20%	27%	26%
At Masters Grade Level	2019	33%	30%	**33%**	*	*	-	-	-	6%	9%	6%	0%	6%	6%
	2018	31%	27%	**30%**	-	-	-	-	-	8%	8%	-	0%	8%	8%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**72%**	-	-	-	-	-	64%	*	63%	54%	64%	63%
	2018	69%	68%	**59%**	-	-	-	-	-	47%	47%	*	29%	47%	46%
All Grades ELA/Reading	2019	68%	68%	**64%**	-	-	-	-	-	49%	*	48%	*	49%	50%
	2018	69%	68%	**62%**	-	-	-	-	-	43%	43%	-	40%	43%	43%
All Grades Mathematics	2019	70%	70%	**81%**	-	-	-	-	-	81%	*	81%	44%	81%	78%
	2018	70%	69%	**55%**	-	-	-	-	-	50%	50%	*	21%	50%	48%

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

Total Students: 2,366
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**95%**	89%	96%	89%	*	100%	-	50%	93%	95%	97%
Included in Accountability	94%	94%	**87%**	76%	88%	78%	*	96%	-	50%	88%	89%	81%
Not Included in Accountability													
Mobile	4%	3%	**4%**	13%	3%	11%	*	4%	-	0%	3%	3%	3%
Other Exclusions	1%	2%	**4%**	0%	4%	0%	*	0%	-	0%	2%	3%	13%
Not Tested	1%	1%	**5%**	11%	4%	11%	*	0%	-	50%	7%	5%	3%
Absent	1%	1%	**5%**	10%	4%	11%	*	0%	-	50%	7%	5%	3%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**96%**	95%	96%	89%	*	100%	*	100%	95%	96%	96%
Included in Accountability	94%	94%	**86%**	88%	86%	77%	*	93%	*	33%	88%	88%	71%
Not Included in Accountability													
Mobile	4%	4%	**4%**	7%	4%	12%	*	0%	*	67%	4%	4%	4%
Other Exclusions	1%	2%	**5%**	0%	6%	0%	*	7%	*	0%	3%	4%	21%
Not Tested	1%	1%	**4%**	5%	4%	11%	*	0%	*	0%	5%	4%	4%
Absent	1%	1%	**4%**	5%	4%	11%	*	0%	*	0%	5%	4%	4%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%

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

Total Students: 2,366
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**90.0%**	87.4%	90.3%	88.6%	*	96.9%	*	*	85.5%	90.4%	89.1%
2016-17	95.7%	94.6%	**90.4%**	89.7%	90.6%	85.9%	*	97.8%	*	*	85.8%	90.8%	89.4%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	**2.0%**	3.3%	1.9%	2.7%	*	0.0%	*	*	2.3%	1.8%	3.6%
2016-17	1.9%	2.3%	**3.4%**	2.6%	3.3%	9.5%	*	0.0%	*	0.0%	5.8%	2.9%	5.4%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	**88.6%**	82.4%	89.7%	77.3%	*	100.0%	*	*	75.0%	89.9%	77.9%
Received TxCHSE	0.4%	0.5%	**0.3%**	1.5%	0.2%	0.0%	*	0.0%	*	*	0.0%	0.2%	0.0%
Continued HS	3.8%	3.1%	**3.3%**	4.4%	3.4%	0.0%	*	0.0%	*	*	2.3%	3.5%	5.2%
Dropped Out	5.7%	6.5%	**7.8%**	11.8%	6.7%	22.7%	*	0.0%	*	*	22.7%	6.5%	16.9%
Graduates and TxCHSE	90.4%	90.4%	**88.9%**	83.8%	89.9%	77.3%	*	100.0%	*	*	75.0%	90.1%	77.9%
Graduates, TxCHSE, and Continuers	94.3%	93.5%	**92.2%**	88.2%	93.3%	77.3%	*	100.0%	*	*	77.3%	93.5%	83.1%
Class of 2017													
Graduated	89.7%	89.9%	**88.5%**	83.0%	89.1%	83.3%	-	*	-	*	82.7%	90.5%	77.4%
Received TxCHSE	0.4%	0.4%	**0.2%**	0.0%	0.2%	0.0%	-	*	-	*	0.0%	0.2%	0.0%
Continued HS	4.0%	3.1%	**3.8%**	6.4%	3.8%	0.0%	-	*	-	*	3.8%	2.5%	14.5%
Dropped Out	5.9%	6.5%	**7.5%**	10.6%	7.0%	16.7%	-	*	-	*	13.5%	6.8%	8.1%
Graduates and TxCHSE	90.1%	90.3%	**88.6%**	83.0%	89.2%	83.3%	-	*	-	*	82.7%	90.7%	77.4%
Graduates, TxCHSE, and Continuers	94.1%	93.5%	**92.5%**	89.4%	93.0%	83.3%	-	*	-	*	86.5%	93.2%	91.9%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	**91.7%**	88.9%	92.3%	83.3%	-	*	-	*	83.0%	92.5%	87.7%
Received TxCHSE	0.6%	0.5%	**0.3%**	0.0%	0.2%	5.6%	-	*	-	*	1.9%	0.2%	0.0%
Continued HS	1.1%	0.3%	**0.5%**	0.0%	0.4%	0.0%	-	*	-	*	1.9%	0.4%	1.8%
Dropped Out	6.3%	7.0%	**7.5%**	11.1%	7.1%	11.1%	-	*	-	*	13.2%	6.8%	10.5%
Graduates and TxCHSE	92.6%	92.7%	**92.0%**	88.9%	92.5%	88.9%	-	*	-	*	84.9%	92.7%	87.7%
Graduates, TxCHSE, and Continuers	93.7%	93.0%	**92.5%**	88.9%	92.9%	88.9%	-	*	-	*	86.8%	93.2%	89.5%
Class of 2016													
Graduated	91.6%	93.1%	**90.8%**	90.2%	91.0%	85.7%	-	*	-	*	85.2%	91.6%	85.7%
Received TxCHSE	0.7%	0.6%	**1.3%**	0.0%	1.5%	0.0%	-	*	-	*	0.0%	1.5%	1.6%
Continued HS	1.2%	0.2%	**0.7%**	0.0%	0.8%	0.0%	-	*	-	*	0.0%	0.4%	0.0%
Dropped Out	6.6%	6.0%	**7.2%**	9.8%	6.8%	14.3%	-	*	-	*	14.8%	6.4%	12.7%
Graduates and TxCHSE	92.2%	93.8%	**92.2%**	90.2%	92.5%	85.7%	-	*	-	*	85.2%	93.2%	87.3%
Graduates, TxCHSE, and Continuers	93.4%	94.0%	**92.8%**	90.2%	93.2%	85.7%	-	*	-	*	85.2%	93.6%	87.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	**91.3%**	88.1%	91.7%	85.7%	-	*	-	*	83.6%	91.9%	85.7%

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	**1.5%**	0.0%	1.7%	0.0%	-	*	-	*	0.0%	1.8%	1.6%
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.8%	**7.2%**	11.9%	6.6%	14.3%	-	*	-	*	16.4%	6.4%	12.7%
Graduates and TxCHSE	92.9%	94.1%	**92.8%**	88.1%	93.4%	85.7%	-	*	-	*	83.6%	93.6%	87.3%
Graduates, TxCHSE, and Continuers	93.4%	94.2%	**92.8%**	88.1%	93.4%	85.7%	-	*	-	*	83.6%	93.6%	87.3%
Class of 2015													
Graduated	91.8%	92.6%	**90.1%**	86.2%	91.5%	66.7%	-	87.5%	-	*	75.0%	91.3%	73.5%
Received TxCHSE	1.0%	0.9%	**0.8%**	0.0%	0.9%	0.0%	-	0.0%	-	*	0.0%	0.8%	0.0%
Continued HS	0.6%	0.1%	**0.2%**	0.0%	0.2%	0.0%	-	0.0%	-	*	0.0%	0.0%	1.5%
Dropped Out	6.7%	6.4%	**8.9%**	13.8%	7.4%	33.3%	-	12.5%	-	*	25.0%	7.9%	25.0%
Graduates and TxCHSE	92.8%	93.5%	**90.9%**	86.2%	92.4%	66.7%	-	87.5%	-	*	75.0%	92.1%	73.5%
Graduates, TxCHSE, and Continuers	93.3%	93.6%	**91.1%**	86.2%	92.6%	66.7%	-	87.5%	-	*	75.0%	92.1%	75.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	**87.3%**	81.2%	88.4%	73.9%	*	100.0%	*	*	64.7%	88.3%	74.1%
Class of 2017	89.7%	87.6%	**85.3%**	81.3%	86.0%	78.9%	-	*	-	*	71.7%	88.1%	70.6%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	**60.0%**	*	*	-	-	-	-	-	-	60.0%	*
Class of 2017	88.5%	83.8%	**81.8%**	73.7%	83.0%	66.7%	-	*	-	*	11.6%	82.5%	75.0%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	**4.2%**	0.0%	4.4%	6.3%	*	0.0%	-	*	8.7%	3.8%	7.1%
Class of 2017	6.0%	0.0%	*	*	*	-	-	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	**81.5%**	68.5%	83.0%	87.5%	*	71.4%	-	*	21.7%	81.1%	75.0%
Class of 2017	60.8%	0.0%	*	*	*	-	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	**85.5%**	69.1%	87.1%	93.8%	*	71.4%	-	*	30.4%	84.7%	82.5%
Class of 2017	85.9%	83.4%	**81.5%**	71.8%	82.8%	66.7%	-	*	-	*	11.6%	82.3%	75.0%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	**11.8%**	*	12.5%	-	-	-	-	-	*	9.1%	*
2016-17	87.2%	80.6%	**77.4%**	71.8%	78.5%	58.8%	-	*	-	*	9.4%	78.6%	70.7%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	**4.0%**	0.0%	4.2%	5.9%	*	0.0%	-	*	8.7%	3.8%	5.6%
2016-17	7.2%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	-	*	*
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	**82.1%**	67.3%	83.6%	88.2%	*	71.4%	-	*	21.7%	82.1%	79.2%
2016-17	56.5%	38.9%	**57.1%**	*	66.7%	-	-	-	-	-	-	*	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	**84.1%**	66.1%	85.7%	94.1%	*	71.4%	-	*	28.0%	84.2%	84.9%
2016-17	84.0%	80.1%	**77.1%**	70.0%	78.4%	58.8%	-	*	-	*	9.4%	78.5%	72.1%

District Name: PASADENA ISD
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Campus Number: 101917003

Total Students: 2,366
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	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	652	100.0%	3,725	347,893
By Ethnicity:				
African American	57	8.7%	305	43,502
Hispanic	568	87.1%	3,031	173,272
White	18	2.8%	210	107,052
American Indian	1	0.2%	5	1,226
Asian	7	1.1%	150	15,589
Pacific Islander	0	0.0%	2	528
Two or More Races	1	0.2%	22	6,724
By Graduation Type:				
Minimum H.S. Program	15	2.3%	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	2	0.3%	9	3,538
Foundation H.S. Program (No Endorsement)	97	14.9%	581	49,432
Foundation H.S. Program (Endorsement)	25	3.8%	105	16,542
Foundation H.S. Program (DLA)	513	78.7%	2,924	272,526
Special Education Graduates	35	5.4%	244	25,962
Economically Disadvantaged Graduates	486	74.5%	2,432	166,956
LEP Graduates	76	11.7%	322	21,359
At-Risk Graduates	334	51.2%	1,750	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	**50.3%**	36.0%	50.4%	75.0%	*	100.0%	-	*	70.0%	50.7%	34.2%
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	**34.0%**	14.0%	34.5%	66.7%	*	71.4%	-	*	0.0%	34.0%	19.7%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	**42.9%**	19.3%	43.7%	83.3%	*	71.4%	-	*	0.0%	43.4%	11.8%
Mathematics													
2017-18	46.0%	47.8%	**42.2%**	24.6%	42.4%	72.2%	*	71.4%	-	*	5.7%	43.6%	27.6%
Both Subjects													
2017-18	42.1%	36.8%	**28.8%**	10.5%	28.9%	66.7%	*	71.4%	-	*	0.0%	29.6%	9.2%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	**3.4%**	5.3%	2.8%	11.1%	*	14.3%	-	*	0.0%	3.9%	0.0%
2016-17	19.9%	9.3%	**5.7%**	2.5%	6.0%	5.9%	-	*	-	*	0.0%	5.7%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	**14.3%**	0.0%	15.0%	33.3%	*	28.6%	-	*	0.0%	14.0%	17.1%
2016-17	20.1%	16.2%	**12.2%**	10.0%	11.6%	23.5%	-	*	-	*	1.9%	12.0%	9.3%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	0.8%	1.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	**25.1%**	26.3%	24.7%	22.2%	*	50.0%	-	*	70.0%	26.3%	16.4%
2016-17	13.2%	11.8%	**12.4%**	16.3%	11.5%	23.5%	-	*	-	*	69.8%	12.2%	10.5%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	2.7%	1.7%	**1.8%**	0.0%	2.0%	0.0%	-	*	-	*	0.0%	1.4%	2.3%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	**3.7%**	10.5%	2.6%	5.6%	*	28.6%	-	*	57.1%	3.1%	1.3%
2016-17	1.0%	3.4%	**6.6%**	15.0%	5.4%	17.6%	-	*	-	*	69.8%	6.8%	7.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	**40.3%**	28.1%	41.5%	33.3%	*	57.1%	-	*	25.7%	43.4%	25.0%
2016-17	17.3%	11.8%	**9.1%**	2.5%	9.4%	11.8%	-	*	-	*	1.9%	8.6%	4.7%

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U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	**1.5%**	1.8%	1.6%	0.0%	*	0.0%	-	*	0.0%	1.6%	2.6%
2016-17	2.2%	1.8%	**0.4%**	0.0%	0.4%	0.0%	-	*	-	*	0.0%	0.5%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	**1.1%**	1.8%	1.1%	0.0%	*	0.0%	-	*	20.0%	1.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	0.5%	0.4%	**0.5%**	0.0%	0.6%	0.0%	-	*	-	*	0.0%	0.7%	0.0%

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TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	**18.3%**	3.5%	19.4%	22.2%	*	42.9%	-	*	0.0%	19.3%	7.9%
2016-17	23.4%	20.8%	**16.3%**	7.5%	16.4%	35.3%	-	*	-	*	3.8%	15.4%	2.3%
Mathematics													
2017-18	23.7%	25.7%	**19.3%**	7.0%	20.2%	22.2%	*	42.9%	-	*	0.0%	20.4%	15.8%
2016-17	19.8%	24.0%	**20.8%**	10.0%	21.8%	17.6%	-	*	-	*	1.9%	20.4%	9.3%
Both Subjects													
2017-18	18.1%	12.7%	**7.2%**	1.8%	7.6%	5.6%	*	28.6%	-	*	0.0%	8.2%	5.3%
2016-17	12.9%	11.8%	**8.1%**	2.5%	8.4%	11.8%	-	*	-	*	1.9%	7.9%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	**52.8%**	40.4%	54.0%	44.4%	*	57.1%	-	*	42.9%	55.3%	34.2%
2016-17	50.5%	26.8%	**24.5%**	12.5%	24.8%	41.2%	-	*	-	*	18.9%	26.0%	16.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	7.1%	**11.0%**	10.5%	11.1%	11.1%	*	0.0%	-	*	5.7%	11.5%	11.8%
2016-17	1.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	0.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	**23.4%**	9.8%	24.7%	24.3%	*	50.0%	*	*	n/a	23.8%	n/a
2017	26.2%	24.4%	**24.8%**	15.5%	25.3%	26.7%	*	60.0%	*	*	n/a	24.6%	n/a
English Language Arts													
2018	15.3%	17.2%	**15.3%**	7.5%	16.2%	13.5%	*	25.0%	*	*	n/a	15.2%	n/a
2017	15.9%	15.2%	**16.3%**	10.7%	16.4%	22.2%	*	40.0%	*	*	n/a	15.7%	n/a
Mathematics													
2018	7.3%	7.8%	**6.7%**	0.8%	6.9%	13.5%	*	33.3%	*	*	n/a	6.4%	n/a
2017	7.2%	6.4%	**6.3%**	5.8%	6.2%	6.7%	*	20.0%	*	*	n/a	6.6%	n/a
Science													
2018	10.8%	15.9%	**13.8%**	3.8%	14.5%	18.9%	*	41.7%	*	*	n/a	13.6%	n/a
2017	10.9%	13.2%	**13.5%**	5.8%	13.4%	22.2%	*	60.0%	*	*	n/a	13.3%	n/a
Social Studies													
2018	14.5%	13.5%	**16.0%**	6.8%	16.9%	13.5%	*	50.0%	*	*	n/a	16.6%	n/a
2017	15.0%	13.9%	**17.4%**	8.7%	17.6%	24.4%	*	50.0%	*	*	n/a	17.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	**26.1%**	7.7%	25.5%	55.6%	-	50.0%	-	-	n/a	25.2%	n/a
2017	49.1%	39.5%	**29.9%**	25.0%	29.3%	41.7%	-	50.0%	-	-	n/a	32.1%	n/a
English Language Arts													
2018	42.5%	18.5%	**9.5%**	10.0%	9.3%	0.0%	-	*	-	-	n/a	9.3%	n/a
2017	41.3%	24.7%	**15.5%**	9.1%	14.9%	30.0%	-	*	-	-	n/a	16.8%	n/a
Mathematics													
2018	52.8%	42.4%	**30.4%**	*	25.6%	80.0%	-	*	-	-	n/a	31.2%	n/a

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

Total Students: 2,366
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	**25.6%**	16.7%	23.9%	*	-	*	-	-	n/a	25.7%	n/a
Science													
2018	38.0%	18.0%	**7.4%**	0.0%	6.4%	14.3%	-	40.0%	-	-	n/a	7.4%	n/a
2017	38.3%	21.6%	**13.1%**	0.0%	11.7%	40.0%	-	16.7%	-	-	n/a	12.1%	n/a
Social Studies													
2018	44.6%	26.9%	**12.7%**	11.1%	11.4%	40.0%	-	33.3%	-	-	n/a	13.1%	n/a
2017	41.4%	28.2%	**16.7%**	22.2%	15.3%	27.3%	-	40.0%	-	-	n/a	16.0%	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	**52.5%**	66.7%	49.8%	88.9%	*	71.4%	-	*	n/a	53.0%	n/a
2016-17	73.5%	54.8%	**46.9%**	50.0%	46.5%	41.2%	-	100.0%	-	0.0%	n/a	48.9%	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	**26.3%**	10.5%	26.5%	56.3%	-	40.0%	-	-	n/a	25.0%	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	**976**	878	982	1055	-	*	-	-	n/a	970	n/a
English Language Arts and Writing													
2017-18	521	506	**489**	444	492	537	-	*	-	-	n/a	486	n/a
Mathematics													
2017-18	515	507	**487**	434	491	518	-	*	-	-	n/a	485	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	**20.3**	*	20.3	*	-	*	-	-	n/a	20.0	n/a
English Language Arts													
2017-18	20.3	20.0	**20.0**	*	20.0	*	-	*	-	-	n/a	19.6	n/a
Mathematics													
2017-18	20.6	20.6	**19.8**	*	19.7	*	-	*	-	-	n/a	19.7	n/a
Science													
2017-18	20.9	20.8	**20.7**	*	20.7	*	-	*	-	-	n/a	20.5	n/a

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

Total Students: 2,366
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	**35.1%**	23.4%	36.1%	36.9%	*	63.6%	*	*	6.5%	36.1%	17.7%
2016-17	37.1%	31.6%	**29.6%**	19.6%	30.6%	26.0%	*	52.6%	*	*	2.8%	30.3%	8.6%
English Language Arts													
2017-18	17.3%	17.1%	**15.2%**	9.9%	15.5%	20.3%	*	33.3%	*	*	1.9%	15.2%	7.4%
2016-17	16.8%	12.2%	**9.7%**	7.1%	9.7%	17.1%	*	21.1%	*	*	0.3%	9.2%	1.2%
Mathematics													
2017-18	20.7%	14.7%	**13.5%**	8.5%	13.8%	19.3%	*	30.0%	*	*	0.7%	13.8%	3.5%
2016-17	19.5%	15.3%	**13.6%**	11.3%	13.5%	23.8%	*	17.6%	*	*	0.3%	13.7%	2.6%
Science													
2017-18	21.2%	13.6%	**12.3%**	6.1%	12.5%	19.3%	*	31.6%	*	*	1.0%	12.6%	3.1%
2016-17	5.7%	4.6%	**4.5%**	1.8%	4.5%	10.7%	*	23.5%	*	*	0.3%	4.5%	0.2%
Social Studies													
2017-18	22.8%	18.8%	**19.3%**	10.5%	19.8%	20.3%	*	61.9%	*	*	0.9%	19.8%	2.1%
2016-17	21.8%	18.6%	**20.2%**	9.1%	21.1%	18.6%	*	50.0%	*	*	1.5%	20.3%	1.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	**48.7%**	52.5%	47.9%	58.8%	-	*	-	*	26.5%	48.9%	34.8%
2015-16	54.7%	53.5%	**49.5%**	39.5%	51.2%	27.8%	-	*	-	*	19.6%	49.5%	22.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	**45.5%**	23.5%	46.8%	40.0%	-	*	-	-	8.3%	45.7%	6.3%
2015-16	55.7%	41.7%	**33.7%**	20.0%	33.9%	60.0%	-	*	-	-	0.0%	35.0%	0.0%

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

Total Students: 2,366
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students	2,366	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	648	27.4%	8.1%	8.1%
Grade 10	605	25.6%	7.7%	7.4%
Grade 11	561	23.7%	7.3%	6.9%
Grade 12	552	23.3%	6.9%	6.5%
Ethnic Distribution:				
African American	241	10.2%	7.2%	12.6%
Hispanic	2,051	86.7%	83.4%	52.6%
White	53	2.2%	5.6%	27.4%
American Indian	2	0.1%	0.1%	0.4%
Asian	16	0.7%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	3	0.1%	0.6%	2.4%
Economically Disadvantaged	2,104	88.9%	86.3%	60.6%
Non-Educationally Disadvantaged	262	11.1%	13.7%	39.4%
Section 504 Students	96	4.1%	5.6%	6.5%
English Learners (EL)	453	19.1%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	86	2.7%	1.3%	1.4%
Students w/ Dyslexia	65	2.7%	4.1%	3.6%
At-Risk	1,454	61.5%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	315			
By Type of Primary Disability				
Students with Intellectual Disabilities	221	70.2%	44.2%	42.4%
Students with Physical Disabilities	13	4.1%	16.3%	21.9%
Students with Autism	41	13.0%	21.4%	13.7%
Students with Behavioral Disabilities	40	12.7%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	517	16.4%	15.6%	15.4%

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

Total Students: 2,366
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	88	2.8%		
Hispanic	409	13.0%		
White	15	0.5%		
American Indian	1	0.0%		
Asian	1	0.0%		
Pacific Islander	3	0.1%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	6.0%	4.8%	7.2%	13.6%	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	13.9	14.5	16.6
Foreign Languages	13.2	15.7	18.9
Mathematics	15.8	15.7	17.8
Science	14.9	16.2	18.9
Social Studies	16.7	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

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

Total Students: 2,366
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	217.7	100.0%	100.0%	100.0%
Professional Staff:	190.3	87.4%	59.1%	64.1%
Teachers	159.6	73.3%	46.1%	49.8%
Professional Support	21.6	9.9%	9.6%	10.1%
Campus Administration (School Leadership)	9.0	4.1%	2.4%	3.0%
Educational Aides:	27.5	12.6%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	7.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	107.6	49.4%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	25.0	15.7%	10.1%	10.6%
Hispanic	43.6	27.3%	35.2%	27.7%
White	80.9	50.7%	50.5%	58.4%
American Indian	1.0	0.6%	0.2%	0.3%
Asian	4.1	2.6%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	4.9	3.1%	1.1%	1.1%
Males	73.1	45.8%	24.4%	23.8%
Females	86.5	54.2%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	5.6	3.5%	0.8%	1.4%
Bachelors	113.6	71.2%	76.3%	73.6%
Masters	38.5	24.1%	21.8%	24.3%
Doctorate	2.0	1.3%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	17.9	11.2%	6.4%	7.0%
1-5 Years Experience	59.0	36.9%	35.0%	28.9%
6-10 Years Experience	35.2	22.0%	21.1%	19.0%
11-20 Years Experience	32.7	20.5%	26.5%	29.3%
Over 20 Years Experience	14.9	9.3%	10.9%	15.7%
Number of Students per Teacher	14.8	n/a	13.9	15.1

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

Total Students: 2,366
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.5	6.3
Average Years Experience of Principals with District	3.0	7.3	5.4
Average Years Experience of Assistant Principals	6.9	6.3	5.3
Average Years Experience of Assistant Principals with District	6.9	6.0	4.7
Average Years Experience of Teachers:	8.6	9.7	11.1
Average Years Experience of Teachers with District:	6.3	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,880	$51,929	$47,218
1-5 Years Experience	$54,392	$54,679	$50,408
6-10 Years Experience	$57,282	$56,719	$52,786
11-20 Years Experience	$58,594	$57,147	$56,041
Over 20 Years Experience	$64,854	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,583	$56,382	$54,122
Professional Support	$71,336	$70,595	$64,069
Campus Administration (School Leadership)	$95,490	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 2,366
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	434	18.3%	27.1%	19.7%
Career & Technical Education	1,495	63.2%	20.5%	26.3%
Gifted & Talented Education	105	4.4%	5.3%	8.1%
Special Education	315	13.3%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	0.7%	9.6%	6.4%
Career & Technical Education	18.1	11.4%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	88.9	55.7%	68.3%	71.4%
Special Education	34.1	21.4%	13.3%	9.1%
Other	17.4	10.9%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **DOBIE H S**

Campus Number: **101917004**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

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

Total Students: 3,770
Grade Span: 09 - 12
School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	60%	**64%**	56%	64%	64%	*	78%	-	94%	21%	40%	68%	52%	63%	51%
	2018	65%	57%	**58%**	49%	57%	66%	*	85%	*	59%	22%	39%	60%	52%	56%	43%
At Meets Grade Level or Above	2019	50%	42%	**44%**	35%	44%	45%	*	67%	-	76%	9%	40%	48%	34%	42%	32%
	2018	44%	35%	**37%**	25%	36%	51%	*	66%	*	35%	10%	17%	39%	32%	33%	22%
At Masters Grade Level	2019	11%	6%	**8%**	5%	6%	11%	*	26%	-	12%	3%	0%	8%	6%	7%	3%
	2018	7%	5%	**6%**	2%	4%	17%	*	25%	*	12%	3%	0%	7%	4%	5%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	61%	**65%**	60%	64%	70%	*	78%	-	67%	22%	38%	69%	52%	64%	42%
	2018	67%	58%	**60%**	58%	59%	75%	-	67%	*	69%	18%	50%	65%	45%	58%	33%
At Meets Grade Level or Above	2019	49%	41%	**47%**	39%	45%	58%	*	64%	-	58%	13%	23%	51%	34%	45%	28%
	2018	48%	38%	**40%**	30%	40%	56%	-	55%	*	54%	9%	13%	44%	28%	38%	19%
At Masters Grade Level	2019	8%	5%	**7%**	3%	6%	13%	*	19%	-	0%	5%	0%	9%	3%	6%	1%
	2018	8%	4%	**5%**	2%	4%	7%	-	19%	*	0%	3%	0%	6%	4%	5%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**85%**	78%	86%	86%	*	88%	-	90%	59%	60%	88%	77%	84%	84%
	2018	83%	81%	**78%**	72%	79%	83%	-	88%	-	67%	41%	71%	80%	71%	78%	76%
At Meets Grade Level or Above	2019	61%	73%	**65%**	56%	66%	68%	*	79%	-	90%	36%	30%	70%	54%	65%	63%
	2018	55%	49%	**35%**	31%	35%	33%	-	58%	-	33%	13%	29%	37%	32%	36%	31%
At Masters Grade Level	2019	37%	46%	**38%**	32%	37%	39%	*	60%	-	70%	12%	20%	42%	28%	38%	30%
	2018	32%	27%	**11%**	6%	12%	10%	-	27%	-	8%	3%	7%	11%	11%	12%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	**85%**	80%	85%	91%	*	91%	-	100%	53%	89%	88%	77%	84%	76%
	2018	87%	85%	**86%**	81%	85%	91%	*	94%	-	92%	47%	77%	88%	78%	84%	76%
At Meets Grade Level or Above	2019	62%	60%	**58%**	54%	56%	66%	*	73%	-	93%	18%	56%	63%	42%	56%	37%
	2018	59%	57%	**56%**	50%	53%	69%	*	83%	-	50%	17%	46%	60%	46%	54%	35%
At Masters Grade Level	2019	25%	21%	**25%**	18%	23%	27%	*	52%	-	57%	7%	33%	29%	16%	23%	13%
	2018	24%	21%	**21%**	15%	17%	39%	*	56%	-	25%	2%	8%	24%	13%	19%	10%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	**91%**	88%	90%	96%	-	97%	*	100%	47%	*	92%	86%	90%	78%
	2018	92%	92%	**93%**	91%	92%	100%	-	97%	*	100%	62%	*	94%	90%	92%	88%
At Meets Grade Level or Above	2019	73%	73%	**76%**	71%	74%	88%	-	86%	*	86%	24%	*	79%	64%	74%	49%
	2018	70%	70%	**73%**	62%	72%	84%	-	85%	*	94%	33%	*	76%	61%	71%	50%
At Masters Grade Level	2019	45%	42%	**42%**	34%	40%	58%	-	58%	*	71%	6%	*	45%	32%	40%	21%
	2018	40%	37%	**42%**	29%	39%	59%	-	60%	*	61%	14%	*	44%	31%	40%	19%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**76%**	70%	76%	79%	*	86%	*	90%	38%	55%	79%	66%	75%	64%
	2018	77%	74%	**73%**	67%	72%	81%	*	85%	67%	78%	34%	59%	75%	65%	71%	58%
At Meets Grade Level or Above	2019	50%	45%	**56%**	49%	55%	63%	*	73%	*	80%	18%	37%	60%	44%	54%	40%
	2018	48%	42%	**47%**	37%	46%	59%	*	70%	33%	56%	14%	27%	50%	38%	45%	29%
At Masters Grade Level	2019	24%	18%	**22%**	16%	20%	27%	*	39%	*	37%	6%	10%	24%	15%	20%	12%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

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

Total Students: 3,770
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	22%	16%	**16%**	9%	14%	25%	*	37%	33%	24%	4%	5%	17%	11%	14%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**64%**	58%	64%	67%	*	78%	-	83%	21%	39%	68%	52%	63%	47%
	2018	74%	69%	**59%**	53%	58%	70%	*	75%	*	63%	20%	42%	63%	48%	57%	38%
At Meets Grade Level or Above	2019	48%	42%	**46%**	37%	45%	51%	*	66%	-	69%	11%	32%	49%	34%	43%	30%
	2018	46%	39%	**39%**	28%	38%	54%	*	60%	*	43%	9%	15%	41%	30%	36%	20%
At Masters Grade Level	2019	21%	15%	**8%**	4%	6%	12%	*	22%	-	7%	4%	0%	8%	5%	6%	2%
	2018	19%	14%	**6%**	2%	4%	12%	*	22%	*	7%	3%	0%	6%	4%	5%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**85%**	78%	86%	86%	*	88%	-	90%	59%	60%	88%	77%	84%	84%
	2018	81%	80%	**78%**	72%	79%	83%	-	88%	-	67%	41%	71%	80%	71%	78%	76%
At Meets Grade Level or Above	2019	52%	47%	**65%**	56%	66%	68%	*	79%	-	90%	36%	30%	70%	54%	65%	63%
	2018	50%	43%	**35%**	31%	35%	33%	-	58%	-	33%	13%	29%	37%	32%	36%	31%
At Masters Grade Level	2019	26%	21%	**38%**	32%	37%	39%	*	60%	-	70%	12%	20%	42%	28%	38%	30%
	2018	24%	17%	**11%**	6%	12%	10%	-	27%	-	8%	3%	7%	11%	11%	12%	10%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**85%**	80%	85%	91%	*	91%	-	100%	53%	89%	88%	77%	84%	76%
	2018	80%	78%	**86%**	81%	85%	91%	*	94%	-	92%	47%	77%	88%	78%	84%	76%
At Meets Grade Level or Above	2019	54%	50%	**58%**	54%	56%	66%	*	73%	-	93%	18%	56%	63%	42%	56%	37%
	2018	51%	47%	**56%**	50%	53%	69%	*	83%	-	50%	17%	46%	60%	46%	54%	35%
At Masters Grade Level	2019	25%	19%	**25%**	18%	23%	27%	*	52%	-	57%	7%	33%	29%	16%	23%	13%
	2018	23%	18%	**21%**	15%	17%	39%	*	56%	-	25%	2%	8%	24%	13%	19%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**91%**	88%	90%	96%	-	97%	*	100%	47%	*	92%	86%	90%	78%
	2018	78%	79%	**93%**	91%	92%	100%	-	97%	*	100%	62%	*	94%	90%	92%	88%
At Meets Grade Level or Above	2019	55%	54%	**76%**	71%	74%	88%	-	86%	*	86%	24%	*	79%	64%	74%	49%
	2018	53%	52%	**73%**	62%	72%	84%	-	85%	*	94%	33%	*	76%	61%	71%	50%
At Masters Grade Level	2019	33%	30%	**42%**	34%	40%	58%	-	58%	*	71%	6%	*	45%	32%	40%	21%
	2018	31%	27%	**42%**	29%	39%	59%	-	60%	*	61%	14%	*	44%	31%	40%	19%

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

Total Students: 3,770
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	68	**72**	72	73	68	*	77	-	60	63	81	74	67	73	72
	2018	67	65	**67**	63	67	71	-	75	*	64	43	50	69	60	66	62
End of Course Algebra I	2019	75	88	**88**	82	89	83	*	95	-	100	74	60	89	82	88	91
	2018	72	68	**58**	54	58	55	-	72	-	40	37	50	58	57	58	55
All Grades Both Subjects	2019	69	69	**79**	76	80	74	*	81	-	75	68	73	80	74	79	82
	2018	69	68	**63**	58	63	65	-	74	*	50	40	50	64	59	63	58
All Grades ELA/Reading	2019	68	68	**72**	72	73	68	*	77	-	60	63	81	74	67	73	72
	2018	69	68	**67**	63	67	71	-	75	*	64	43	50	69	60	66	62
All Grades Mathematics	2019	70	70	**88**	82	89	83	*	95	-	100	74	60	89	82	88	91
	2018	70	69	**58**	54	58	55	-	72	-	40	37	50	58	57	58	55

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

There is no data for this campus.

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

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

Total Students: 3,770
Grade Span: 09 - 12
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**76%**	*	-	-	-	*	49%	30%	49%	40%	49%	48%
	2018	77%	74%	**73%**	-	-	-	-	-	44%	44%	-	28%	44%	42%
At Meets Grade Level or Above	2019	50%	45%	**56%**	*	-	-	-	*	24%	10%	24%	20%	24%	23%
	2018	48%	42%	**47%**	-	-	-	-	-	15%	15%	-	10%	15%	14%
At Masters Grade Level	2019	24%	18%	**22%**	*	-	-	-	*	5%	0%	5%	2%	5%	5%
	2018	22%	16%	**16%**	-	-	-	-	-	4%	4%	-	0%	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**64%**	-	-	-	-	-	30%	17%	30%	30%	30%	30%
	2018	74%	69%	**59%**	-	-	-	-	-	20%	20%	-	6%	20%	17%
At Meets Grade Level or Above	2019	48%	42%	**46%**	-	-	-	-	-	18%	17%	18%	13%	18%	18%
	2018	46%	39%	**39%**	-	-	-	-	-	5%	5%	-	4%	5%	4%
At Masters Grade Level	2019	21%	15%	**8%**	-	-	-	-	-	1%	0%	1%	0%	1%	1%
	2018	19%	14%	**6%**	-	-	-	-	-	0%	0%	-	0%	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**85%**	*	-	-	-	*	77%	*	77%	64%	76%	75%
	2018	81%	80%	**78%**	-	-	-	-	-	66%	66%	-	60%	66%	65%
At Meets Grade Level or Above	2019	52%	47%	**65%**	*	-	-	-	*	43%	*	43%	43%	42%	42%
	2018	50%	43%	**35%**	-	-	-	-	-	20%	20%	-	13%	20%	19%
At Masters Grade Level	2019	26%	21%	**38%**	*	-	-	-	*	13%	*	13%	7%	13%	12%
	2018	24%	17%	**11%**	-	-	-	-	-	6%	6%	-	0%	6%	5%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**85%**	*	-	-	-	*	57%	-	57%	40%	58%	56%
	2018	80%	78%	**86%**	-	-	-	-	-	59%	59%	-	50%	59%	58%
At Meets Grade Level or Above	2019	54%	50%	**58%**	*	-	-	-	*	10%	-	10%	20%	10%	11%
	2018	51%	47%	**56%**	-	-	-	-	-	13%	13%	-	8%	13%	12%
At Masters Grade Level	2019	25%	19%	**25%**	*	-	-	-	*	3%	-	3%	0%	3%	2%
	2018	23%	18%	**21%**	-	-	-	-	-	1%	1%	-	0%	1%	1%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**91%**	-	-	-	-	-	74%	*	76%	56%	74%	72%
	2018	78%	79%	**93%**	-	-	-	-	-	87%	87%	-	78%	87%	86%
At Meets Grade Level or Above	2019	55%	54%	**76%**	-	-	-	-	-	40%	*	41%	22%	40%	38%
	2018	53%	52%	**73%**	-	-	-	-	-	43%	43%	-	44%	43%	43%
At Masters Grade Level	2019	33%	30%	**42%**	-	-	-	-	-	14%	*	15%	11%	14%	14%
	2018	31%	27%	**42%**	-	-	-	-	-	18%	18%	-	0%	18%	16%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**79%**	-	-	-	-	-	73%	-	73%	74%	73%	73%
	2018	69%	68%	**63%**	-	-	-	-	-	54%	54%	-	38%	54%	52%
All Grades ELA/Reading	2019	68%	68%	**72%**	-	-	-	-	-	65%	-	65%	75%	65%	66%
	2018	69%	68%	**67%**	-	-	-	-	-	56%	56%	-	30%	56%	52%
All Grades Mathematics	2019	70%	70%	**88%**	-	-	-	-	-	83%	-	83%	72%	83%	81%
	2018	70%	69%	**58%**	-	-	-	-	-	51%	51%	-	50%	51%	51%

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

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

Total Students: 3,770
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**97%**	97%	97%	97%	*	99%	*	100%	97%	97%	98%
Included in Accountability	94%	94%	**91%**	90%	92%	96%	*	91%	*	88%	92%	93%	83%
Not Included in Accountability													
Mobile	4%	3%	**4%**	6%	4%	1%	*	2%	*	12%	4%	3%	2%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	*	6%	*	0%	1%	2%	13%
Not Tested	1%	1%	**3%**	3%	3%	3%	*	1%	*	0%	3%	3%	2%
Absent	1%	1%	**2%**	2%	2%	2%	*	0%	*	0%	3%	2%	2%
Other	0%	0%	**1%**	1%	1%	1%	*	0%	*	0%	0%	1%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**98%**	98%	98%	97%	*	100%	100%	96%	97%	98%	99%
Included in Accountability	94%	94%	**93%**	93%	93%	92%	*	90%	100%	89%	95%	94%	82%
Not Included in Accountability													
Mobile	4%	4%	**3%**	4%	3%	5%	*	2%	0%	7%	2%	3%	4%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	7%	0%	0%	0%	1%	13%
Not Tested	1%	1%	**2%**	2%	2%	3%	*	0%	0%	4%	3%	2%	1%
Absent	1%	1%	**2%**	2%	2%	3%	*	0%	0%	4%	3%	2%	1%
Other	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
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 3,770
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**93.1%**	92.2%	92.7%	92.5%	*	97.1%	*	92.6%	90.5%	93.0%	92.8%
2016-17	95.7%	94.6%	**93.3%**	92.3%	93.1%	92.7%	*	96.7%	89.4%	93.0%	90.9%	93.3%	93.5%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	**2.2%**	2.1%	2.4%	2.6%	*	0.5%	*	1.9%	2.4%	2.2%	4.1%
2016-17	1.9%	2.3%	**2.4%**	2.2%	2.5%	2.8%	*	1.2%	0.0%	6.1%	1.2%	2.7%	6.7%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	**90.4%**	92.5%	89.7%	92.9%	*	92.9%	*	78.6%	78.9%	90.4%	72.7%
Received TxCHSE	0.4%	0.5%	**0.6%**	0.5%	0.5%	1.8%	*	1.0%	*	0.0%	0.0%	0.4%	0.0%
Continued HS	3.8%	3.1%	**2.5%**	1.6%	2.3%	1.8%	*	5.1%	*	0.0%	10.5%	2.6%	7.3%
Dropped Out	5.7%	6.5%	**6.5%**	5.4%	7.5%	3.6%	*	1.0%	*	21.4%	10.5%	6.6%	20.0%
Graduates and TxCHSE	90.4%	90.4%	**91.0%**	93.0%	90.2%	94.6%	*	93.9%	*	78.6%	78.9%	90.7%	72.7%
Graduates, TxCHSE, and Continuers	94.3%	93.5%	**93.5%**	94.6%	92.5%	96.4%	*	99.0%	*	78.6%	89.5%	93.4%	80.0%
Class of 2017													
Graduated	89.7%	89.9%	**90.0%**	88.3%	90.4%	85.0%	-	95.4%	*	75.0%	78.9%	88.5%	63.0%
Received TxCHSE	0.4%	0.4%	**0.4%**	1.0%	0.3%	0.0%	-	0.0%	*	0.0%	1.8%	0.3%	2.2%
Continued HS	4.0%	3.1%	**3.1%**	3.6%	3.0%	5.0%	-	1.8%	*	0.0%	5.3%	3.5%	4.3%
Dropped Out	5.9%	6.5%	**6.5%**	7.1%	6.3%	10.0%	-	2.8%	*	25.0%	14.0%	7.7%	30.4%
Graduates and TxCHSE	90.1%	90.3%	**90.4%**	89.3%	90.7%	85.0%	-	95.4%	*	75.0%	80.7%	88.8%	65.2%
Graduates, TxCHSE, and Continuers	94.1%	93.5%	**93.5%**	92.9%	93.7%	90.0%	-	97.2%	*	75.0%	86.0%	92.3%	69.6%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	**91.6%**	89.8%	91.7%	88.8%	-	97.2%	*	75.0%	82.8%	90.2%	68.1%
Received TxCHSE	0.6%	0.5%	**0.5%**	1.0%	0.3%	0.0%	-	0.0%	*	12.5%	1.7%	0.3%	2.1%
Continued HS	1.1%	0.3%	**0.4%**	0.5%	0.5%	0.0%	-	0.0%	*	0.0%	0.0%	0.5%	0.0%
Dropped Out	6.3%	7.0%	**7.6%**	8.7%	7.5%	11.3%	-	2.8%	*	12.5%	15.5%	9.0%	29.8%
Graduates and TxCHSE	92.6%	92.7%	**92.1%**	90.8%	92.0%	88.8%	-	97.2%	*	87.5%	84.5%	90.5%	70.2%
Graduates, TxCHSE, and Continuers	93.7%	93.0%	**92.4%**	91.3%	92.5%	88.8%	-	97.2%	*	87.5%	84.5%	91.0%	70.2%
Class of 2016													
Graduated	91.6%	93.1%	**92.7%**	93.8%	91.4%	91.8%	*	98.0%	*	100.0%	81.7%	90.5%	87.5%
Received TxCHSE	0.7%	0.6%	**0.4%**	0.0%	0.7%	0.0%	*	0.0%	*	0.0%	0.0%	0.7%	0.0%
Continued HS	1.2%	0.2%	**0.1%**	0.0%	0.0%	0.0%	*	1.0%	*	0.0%	0.0%	0.2%	0.0%
Dropped Out	6.6%	6.0%	**6.8%**	6.2%	8.0%	8.2%	*	1.0%	*	0.0%	18.3%	8.5%	12.5%
Graduates and TxCHSE	92.2%	93.8%	**93.1%**	93.8%	92.0%	91.8%	*	98.0%	*	100.0%	81.7%	91.3%	87.5%
Graduates, TxCHSE, and Continuers	93.4%	94.0%	**93.2%**	93.8%	92.0%	91.8%	*	99.0%	*	100.0%	81.7%	91.5%	87.5%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	**92.8%**	93.8%	91.4%	91.8%	*	99.0%	*	100.0%	81.7%	90.7%	87.7%

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

Total Students: 3,770
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	**0.4%**	0.0%	0.7%	0.0%	*	0.0%	*	0.0%	0.0%	0.7%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.8%	**6.8%**	6.2%	8.0%	8.2%	*	1.0%	*	0.0%	18.3%	8.5%	12.3%
Graduates and TxCHSE	92.9%	94.1%	**93.2%**	93.8%	92.0%	91.8%	*	99.0%	*	100.0%	81.7%	91.5%	87.7%
Graduates, TxCHSE, and Continuers	93.4%	94.2%	**93.2%**	93.8%	92.0%	91.8%	*	99.0%	*	100.0%	81.7%	91.5%	87.7%
Class of 2015													
Graduated	91.8%	92.6%	**93.0%**	92.1%	93.7%	85.5%	-	95.1%	*	100.0%	91.7%	91.7%	92.7%
Received TxCHSE	1.0%	0.9%	**0.9%**	1.3%	0.5%	2.9%	-	1.2%	*	0.0%	0.0%	0.9%	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	6.7%	6.4%	**6.1%**	6.6%	5.8%	11.6%	-	3.7%	*	0.0%	8.3%	7.5%	7.3%
Graduates and TxCHSE	92.8%	93.5%	**93.9%**	93.4%	94.2%	88.4%	-	96.3%	*	100.0%	91.7%	92.5%	92.7%
Graduates, TxCHSE, and Continuers	93.3%	93.6%	**93.9%**	93.4%	94.2%	88.4%	-	96.3%	*	100.0%	91.7%	92.5%	92.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	**89.2%**	91.5%	88.5%	92.9%	*	90.1%	*	78.6%	72.3%	89.4%	66.7%
Class of 2017	89.7%	87.6%	**88.8%**	87.0%	89.1%	84.0%	-	95.4%	*	75.0%	66.2%	87.7%	63.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	**100.0%**	*	*	*	-	*	-	-	-	*	*
Class of 2017	88.5%	83.8%	**83.2%**	80.2%	82.6%	80.9%	-	95.2%	*	66.7%	35.6%	81.4%	67.9%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	**3.0%**	3.6%	3.5%	0.0%	*	0.0%	*	0.0%	6.4%	3.1%	8.1%
Class of 2017	6.0%	0.0%	*	*	*	-	-	-	-	-	-	*	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	**82.0%**	74.7%	81.1%	94.1%	*	94.4%	*	81.8%	68.1%	80.2%	48.6%
Class of 2017	60.8%	0.0%	*	*	*	-	-	-	-	-	-	*	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	**85.0%**	78.4%	84.7%	94.2%	*	94.5%	*	81.8%	74.5%	83.4%	60.0%
Class of 2017	85.9%	83.4%	**83.0%**	79.8%	82.3%	80.9%	-	95.2%	*	66.7%	35.6%	81.2%	65.5%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	**14.3%**	*	8.3%	*	-	*	-	-	*	14.3%	*
2016-17	87.2%	80.6%	**81.1%**	77.8%	80.1%	78.6%	-	95.4%	*	66.7%	29.1%	81.2%	70.6%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	**3.0%**	3.6%	3.6%	0.0%	*	0.0%	*	0.0%	6.3%	3.1%	5.7%
2016-17	7.2%	0.0%	**0.0%**	*	*	-	-	-	-	-	-	*	*
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	**81.8%**	74.7%	80.8%	94.1%	*	94.5%	*	81.8%	66.7%	80.6%	58.5%
2016-17	56.5%	38.9%	**20.0%**	*	*	-	-	-	-	-	-	*	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	**83.3%**	76.9%	83.0%	88.9%	*	93.6%	*	81.8%	69.2%	82.0%	63.0%
2016-17	84.0%	80.1%	**80.8%**	77.4%	79.7%	78.6%	-	95.4%	*	66.7%	29.1%	80.9%	68.6%

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

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

Total Students: 3,770
Grade Span: 09 - 12
School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	1,026	100.0%	3,725	347,893
By Ethnicity:				
African American	174	17.0%	305	43,502
Hispanic	691	67.3%	3,031	173,272
White	54	5.3%	210	107,052
American Indian	1	0.1%	5	1,226
Asian	94	9.2%	150	15,589
Pacific Islander	1	0.1%	2	528
Two or More Races	11	1.1%	22	6,724
By Graduation Type:				
Minimum H.S. Program	18	1.8%	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	3	0.3%	9	3,538
Foundation H.S. Program (No Endorsement)	164	16.0%	581	49,432
Foundation H.S. Program (Endorsement)	30	2.9%	105	16,542
Foundation H.S. Program (DLA)	811	79.0%	2,924	272,526
Special Education Graduates	65	6.3%	244	25,962
Economically Disadvantaged Graduates	569	55.5%	2,432	166,956
LEP Graduates	54	5.3%	322	21,359
At-Risk Graduates	451	44.0%	1,750	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

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

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

Total Students: 3,770
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	**58.7%**	50.6%	56.7%	71.3%	*	80.3%	*	68.2%	76.2%	58.4%	33.3%
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	**45.9%**	29.9%	45.0%	55.6%	*	77.7%	*	36.4%	6.2%	44.3%	22.2%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	**52.0%**	44.3%	50.2%	57.4%	*	76.6%	*	54.5%	12.3%	48.3%	13.0%
Mathematics													
2017-18	46.0%	47.8%	**46.8%**	32.2%	45.2%	53.7%	*	81.9%	*	36.4%	9.2%	46.7%	25.9%
Both Subjects													
2017-18	42.1%	36.8%	**38.9%**	25.9%	36.6%	50.0%	*	73.4%	*	36.4%	6.2%	37.4%	9.3%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	**12.1%**	9.2%	12.3%	14.8%	*	16.0%	*	0.0%	0.0%	10.0%	0.0%
2016-17	19.9%	9.3%	**10.0%**	7.9%	9.3%	18.6%	-	12.8%	*	0.0%	1.8%	8.2%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	**20.1%**	8.6%	18.5%	22.2%	*	53.2%	*	9.1%	1.5%	20.2%	22.2%
2016-17	20.1%	16.2%	**17.8%**	6.2%	15.6%	20.0%	-	47.7%	*	16.7%	3.6%	16.6%	8.6%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	1.4%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	**21.2%**	26.7%	19.2%	27.8%	*	19.1%	*	40.9%	76.2%	22.6%	11.1%
2016-17	13.2%	11.8%	**11.3%**	9.0%	12.2%	12.1%	-	8.7%	*	33.3%	47.3%	12.1%	14.3%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	2.7%	1.7%	**1.7%**	1.1%	2.3%	1.4%	-	0.0%	*	0.0%	3.6%	0.7%	5.7%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	**1.7%**	3.4%	1.2%	3.7%	*	0.0%	*	9.1%	20.0%	2.1%	0.0%
2016-17	1.0%	3.4%	**2.6%**	3.4%	2.6%	2.9%	-	0.0%	*	16.7%	45.5%	3.4%	5.7%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	**32.1%**	34.5%	31.0%	25.9%	*	38.3%	*	45.5%	30.8%	33.9%	9.3%
2016-17	17.3%	11.8%	**10.5%**	8.5%	10.9%	5.7%	-	15.6%	*	0.0%	7.3%	10.7%	11.4%

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

Total Students: 3,770
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	**0.8%**	1.7%	0.4%	3.7%	*	0.0%	*	0.0%	0.0%	1.2%	1.9%
2016-17	2.2%	1.8%	**3.2%**	1.7%	3.4%	7.1%	-	0.9%	*	16.7%	0.0%	3.4%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	**3.5%**	6.9%	2.6%	9.3%	*	0.0%	*	9.1%	55.4%	3.3%	5.6%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	**0.3%**	0.0%	0.3%	1.9%	*	0.0%	*	0.0%	0.0%	0.2%	0.0%
2016-17	0.5%	0.4%	**0.3%**	0.0%	0.3%	1.4%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	**21.7%**	20.1%	23.6%	20.4%	*	12.8%	*	9.1%	9.2%	18.8%	7.4%
2016-17	23.4%	20.8%	**16.9%**	13.0%	17.7%	22.9%	-	14.7%	*	16.7%	7.3%	16.3%	8.6%
Mathematics													
2017-18	23.7%	25.7%	**22.6%**	14.4%	25.2%	18.5%	*	22.3%	*	0.0%	4.6%	23.2%	18.5%
2016-17	19.8%	24.0%	**22.2%**	21.5%	21.9%	22.9%	-	24.8%	*	16.7%	5.5%	22.6%	34.3%
Both Subjects													
2017-18	18.1%	12.7%	**12.1%**	8.6%	12.9%	14.8%	*	11.7%	*	0.0%	4.6%	10.9%	5.6%
2016-17	12.9%	11.8%	**9.0%**	5.6%	9.4%	14.3%	-	9.2%	*	0.0%	1.8%	8.8%	5.7%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	**50.5%**	44.8%	52.4%	35.2%	*	55.3%	*	54.5%	46.2%	52.2%	24.1%
2016-17	50.5%	26.8%	**25.6%**	22.6%	26.9%	20.0%	-	27.5%	*	0.0%	21.8%	27.5%	28.6%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	7.1%	**3.4%**	3.4%	3.8%	1.9%	*	0.0%	*	18.2%	1.5%	3.7%	3.7%
2016-17	1.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	**25.7%**	13.9%	23.3%	26.5%	*	61.8%	*	20.7%	n/a	22.7%	n/a
2017	26.2%	24.4%	**24.6%**	12.2%	22.1%	25.9%	*	61.8%	*	26.3%	n/a	23.1%	n/a
English Language Arts													
2018	15.3%	17.2%	**16.4%**	9.0%	14.3%	17.7%	*	41.7%	*	20.7%	n/a	13.9%	n/a
2017	15.9%	15.2%	**14.8%**	8.1%	12.6%	15.6%	*	41.0%	*	10.5%	n/a	13.3%	n/a
Mathematics													
2018	7.3%	7.8%	**9.7%**	5.0%	7.2%	10.6%	*	35.7%	*	3.4%	n/a	8.2%	n/a
2017	7.2%	6.4%	**7.6%**	2.4%	5.3%	8.9%	*	31.6%	*	0.0%	n/a	7.4%	n/a
Science													
2018	10.8%	15.9%	**18.2%**	7.4%	15.3%	20.4%	*	55.8%	*	17.2%	n/a	16.6%	n/a
2017	10.9%	13.2%	**15.8%**	7.3%	13.0%	17.8%	*	49.1%	*	5.3%	n/a	14.6%	n/a
Social Studies													
2018	14.5%	13.5%	**11.3%**	3.1%	8.9%	15.0%	*	38.7%	*	17.2%	n/a	10.9%	n/a
2017	15.0%	13.9%	**13.0%**	4.6%	11.0%	12.6%	*	41.0%	*	15.8%	n/a	12.1%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	**44.7%**	37.8%	37.3%	53.3%	-	64.2%	-	50.0%	n/a	45.5%	n/a
2017	49.1%	39.5%	**48.9%**	40.0%	44.6%	57.1%	-	61.1%	-	20.0%	n/a	49.6%	n/a
English Language Arts													
2018	42.5%	18.5%	**29.8%**	20.7%	22.2%	35.0%	-	49.4%	-	33.3%	n/a	29.6%	n/a
2017	41.3%	24.7%	**38.8%**	33.3%	35.5%	57.1%	-	43.7%	-	*	n/a	35.6%	n/a
Mathematics													
2018	52.8%	42.4%	**47.2%**	43.8%	37.4%	58.3%	-	59.2%	-	*	n/a	50.0%	n/a

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Total Students: 3,770
Grade Span: 09 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	**61.9%**	88.9%	52.8%	58.3%	-	68.7%	-	-	n/a	62.2%	n/a
Science													
2018	38.0%	18.0%	**24.6%**	20.8%	19.0%	26.1%	-	36.0%	-	20.0%	n/a	24.7%	n/a
2017	38.3%	21.6%	**28.1%**	22.2%	20.8%	33.3%	-	41.3%	-	*	n/a	29.8%	n/a
Social Studies													
2018	44.6%	26.9%	**43.1%**	70.0%	36.6%	47.1%	-	49.4%	-	40.0%	n/a	44.4%	n/a
2017	41.4%	28.2%	**44.7%**	52.9%	40.4%	35.3%	-	54.0%	-	*	n/a	43.2%	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	**54.7%**	58.0%	49.3%	50.0%	*	88.3%	*	72.7%	n/a	52.8%	n/a
2016-17	73.5%	54.8%	**54.7%**	65.0%	48.7%	45.7%	-	78.9%	0.0%	50.0%	n/a	53.5%	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	**42.1%**	27.7%	37.8%	70.4%	*	68.7%	-	37.5%	n/a	40.2%	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	**1041**	973	1029	1142	*	1137	-	1023	n/a	1028	n/a
English Language Arts and Writing													
2017-18	521	506	**520**	489	517	582	*	548	-	516	n/a	512	n/a
Mathematics													
2017-18	515	507	**521**	484	512	560	*	589	-	507	n/a	516	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	**21.2**	19.1	20.4	*	-	24.1	-	*	n/a	21.3	n/a
English Language Arts													
2017-18	20.3	20.0	**20.6**	18.6	19.9	*	-	23.6	-	*	n/a	20.7	n/a
Mathematics													
2017-18	20.6	20.6	**21.5**	19.2	20.7	*	-	24.5	-	*	n/a	21.5	n/a
Science													
2017-18	20.9	20.8	**21.3**	19.4	20.6	*	-	24.2	-	*	n/a	21.4	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	**37.8%**	25.0%	36.6%	37.8%	*	66.9%	*	34.6%	6.2%	36.1%	22.2%
2016-17	37.1%	31.6%	**33.0%**	21.4%	31.0%	40.6%	*	62.2%	0.0%	26.7%	5.1%	30.8%	11.3%
English Language Arts													
2017-18	17.3%	17.1%	**16.5%**	11.9%	15.7%	13.9%	*	30.9%	*	16.0%	0.6%	15.3%	11.0%
2016-17	16.8%	12.2%	**11.3%**	7.5%	9.8%	13.1%	*	27.0%	0.0%	4.7%	0.7%	9.7%	0.0%
Mathematics													
2017-18	20.7%	14.7%	**17.9%**	10.5%	17.4%	18.1%	*	33.6%	*	14.0%	1.0%	16.6%	5.9%
2016-17	19.5%	15.3%	**17.6%**	14.7%	15.5%	21.2%	*	35.3%	*	7.1%	2.7%	16.8%	7.3%
Science													
2017-18	21.2%	13.6%	**13.0%**	6.3%	11.8%	13.2%	*	30.3%	*	20.8%	0.6%	11.6%	1.3%
2016-17	5.7%	4.6%	**4.8%**	2.4%	3.4%	6.7%	*	17.4%	0.0%	0.0%	0.0%	4.3%	1.5%
Social Studies													
2017-18	22.8%	18.8%	**19.9%**	9.5%	17.6%	22.7%	*	50.1%	*	18.4%	1.2%	19.0%	1.6%
2016-17	21.8%	18.6%	**19.0%**	9.4%	16.6%	25.9%	*	46.6%	0.0%	18.6%	0.7%	17.3%	1.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	**58.3%**	54.2%	56.5%	50.0%	-	82.6%	*	33.3%	31.5%	57.2%	39.5%
2015-16	54.7%	53.5%	**61.8%**	57.1%	59.7%	56.3%	*	86.9%	*	61.1%	21.2%	60.9%	52.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	**52.4%**	52.2%	46.1%	60.0%	-	74.7%	-	*	11.8%	50.5%	26.7%
2015-16	55.7%	41.7%	**47.3%**	41.7%	40.9%	72.1%	*	63.2%	*	63.6%	0.0%	42.2%	6.9%

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	3,770	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	962	25.5%	8.1%	8.1%
Grade 10	982	26.0%	7.7%	7.4%
Grade 11	939	24.9%	7.3%	6.9%
Grade 12	887	23.5%	6.9%	6.5%
Ethnic Distribution:				
African American	631	16.7%	7.2%	12.6%
Hispanic	2,476	65.7%	83.4%	52.6%
White	215	5.7%	5.6%	27.4%
American Indian	6	0.2%	0.1%	0.4%
Asian	389	10.3%	3.0%	4.5%
Pacific Islander	3	0.1%	0.1%	0.2%
Two or More Races	50	1.3%	0.6%	2.4%
Economically Disadvantaged	2,817	74.7%	86.3%	60.6%
Non-Educationally Disadvantaged	953	25.3%	13.7%	39.4%
Section 504 Students	224	5.9%	5.6%	6.5%
English Learners (EL)	317	8.4%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	86	1.9%	1.3%	1.4%
Students w/ Dyslexia	166	4.4%	4.1%	3.6%
At-Risk	1,909	50.6%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	323			
By Type of Primary Disability				
Students with Intellectual Disabilities	218	67.5%	44.2%	42.4%
Students with Physical Disabilities	13	4.0%	16.3%	21.9%
Students with Autism	51	15.8%	21.4%	13.7%
Students with Behavioral Disabilities	41	12.7%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	483	11.0%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	119	2.7%		
Hispanic	306	6.9%		
White	29	0.7%		
American Indian	1	0.0%		
Asian	20	0.5%		
Pacific Islander	1	0.0%		
Two or More Races	7	0.2%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	0.6%	4.8%	7.2%	1.0%	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	16.5	14.5	16.6
Foreign Languages	14.4	15.7	18.9
Mathematics	18.5	15.7	17.8
Science	19.0	16.2	18.9
Social Studies	18.8	15.3	19.3

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	319.8	100.0%	100.0%	100.0%
Professional Staff:	287.5	89.9%	59.1%	64.1%
Teachers	242.9	76.0%	46.1%	49.8%
Professional Support	31.9	10.0%	9.6%	10.1%
Campus Administration (School Leadership)	12.6	3.9%	2.4%	3.0%
Educational Aides:	32.4	10.1%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	3.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	11.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	135.8	42.4%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	33.1	13.6%	10.1%	10.6%
Hispanic	56.1	23.1%	35.2%	27.7%
White	138.1	56.8%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	12.7	5.2%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	3.0	1.2%	1.1%	1.1%
Males	108.1	44.5%	24.4%	23.8%
Females	134.8	55.5%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.5	0.2%	0.8%	1.4%
Bachelors	174.9	72.0%	76.3%	73.6%
Masters	64.4	26.5%	21.8%	24.3%
Doctorate	3.0	1.2%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	12.8	5.3%	6.4%	7.0%
1-5 Years Experience	70.1	28.8%	35.0%	28.9%
6-10 Years Experience	51.9	21.4%	21.1%	19.0%
11-20 Years Experience	70.4	29.0%	26.5%	29.3%
Over 20 Years Experience	37.7	15.5%	10.9%	15.7%
Number of Students per Teacher	15.5	n/a	13.9	15.1

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

Total Students: 3,770
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.5	7.5	6.3
Average Years Experience of Principals with District	4.5	7.3	5.4
Average Years Experience of Assistant Principals	6.1	6.3	5.3
Average Years Experience of Assistant Principals with District	5.9	6.0	4.7
Average Years Experience of Teachers:	10.9	9.7	11.1
Average Years Experience of Teachers with District:	8.3	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,679	$51,929	$47,218
1-5 Years Experience	$55,261	$54,679	$50,408
6-10 Years Experience	$58,004	$56,719	$52,786
11-20 Years Experience	$58,330	$57,147	$56,041
Over 20 Years Experience	$61,999	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$57,543	$56,382	$54,122
Professional Support	$72,635	$70,595	$64,069
Campus Administration (School Leadership)	$97,001	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 3,770
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	280	7.4%	27.1%	19.7%
Career & Technical Education	2,144	56.9%	20.5%	26.3%
Gifted & Talented Education	244	6.5%	5.3%	8.1%
Special Education	323	8.6%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.4	1.0%	9.6%	6.4%
Career & Technical Education	22.2	9.1%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	148.0	60.9%	68.3%	71.4%
Special Education	41.5	17.1%	13.3%	9.1%
Other	28.9	11.9%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **TEGELER CAREER CENTER**

Campus Number: **101917007**

2019 Accountability Rating: **B**
(evaluated with alternative education accountability provisions)

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District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

Total Students: 342
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**46%**	*	44%	*	-	-	-	-	*	-	41%	80%	47%	47%
At Meets Grade Level or Above	2019	49%	43%	**13%**	*	9%	*	-	-	-	-	*	-	15%	0%	11%	13%
At Masters Grade Level	2019	29%	23%	**3%**	*	3%	*	-	-	-	-	*	-	3%	0%	3%	7%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**64%**	*	59%	*	-	-	-	-	*	-	62%	80%	64%	73%
At Meets Grade Level or Above	2019	43%	38%	**10%**	*	9%	*	-	-	-	-	*	-	12%	0%	8%	20%
At Masters Grade Level	2019	17%	9%	**3%**	*	3%	*	-	-	-	-	*	-	3%	0%	3%	7%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	67%	**56%**	*	56%	*	-	-	-	-	*	-	50%	100%	58%	60%
At Meets Grade Level or Above	2019	42%	34%	**8%**	*	6%	*	-	-	-	-	*	-	9%	0%	8%	7%
At Masters Grade Level	2019	18%	12%	**0%**	*	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**86%**	67%	87%	*	-	-	-	*	*	*	87%	83%	88%	86%
At Meets Grade Level or Above	2019	55%	47%	**29%**	17%	31%	*	-	-	-	*	*	*	30%	25%	29%	32%
At Masters Grade Level	2019	28%	21%	**5%**	0%	4%	*	-	-	-	*	*	*	4%	8%	2%	4%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	**65%**	50%	67%	*	-	-	-	*	*	*	67%	58%	66%	71%
At Meets Grade Level or Above	2019	57%	58%	**11%**	17%	9%	*	-	-	-	*	*	*	11%	8%	10%	4%
At Masters Grade Level	2019	17%	16%	**0%**	0%	0%	*	-	-	-	*	*	*	0%	0%	0%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	**57%**	50%	58%	*	-	-	-	*	*	*	58%	50%	57%	46%
At Meets Grade Level or Above	2019	51%	44%	**12%**	17%	13%	*	-	-	-	*	*	*	11%	17%	14%	11%
At Masters Grade Level	2019	25%	17%	**2%**	0%	2%	*	-	-	-	*	*	*	0%	8%	2%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	68%	**57%**	50%	58%	*	-	-	-	*	*	*	57%	58%	59%	50%
At Meets Grade Level or Above	2019	37%	34%	**6%**	33%	4%	*	-	-	-	*	*	*	8%	0%	5%	4%
At Masters Grade Level	2019	21%	17%	**2%**	0%	2%	*	-	-	-	*	*	*	2%	0%	2%	0%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	60%	**50%**	*	49%	*	*	-	-	-	*	*	49%	67%	53%	45%
At Meets Grade Level or Above	2019	50%	42%	**24%**	*	23%	*	*	-	-	-	*	*	24%	17%	24%	22%
At Masters Grade Level	2019	11%	6%	**0%**	*	0%	*	*	-	-	-	*	*	0%	0%	0%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	61%	**43%**	*	42%	*	*	-	-	-	*	*	42%	*	43%	33%
At Meets Grade Level or Above	2019	49%	41%	**18%**	*	17%	*	*	-	-	-	*	*	17%	*	18%	11%
At Masters Grade Level	2019	8%	5%	**0%**	*	0%	*	*	-	-	-	*	*	0%	*	0%	0%

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

District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

Total Students: 342
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**98%**	*	98%	*	-	-	-	-	*	*	98%	*	98%	100%
At Meets Grade Level or Above	2019	61%	73%	**79%**	*	78%	*	-	-	-	-	*	*	78%	*	81%	80%
At Masters Grade Level	2019	37%	46%	**37%**	*	36%	*	-	-	-	-	*	*	34%	*	36%	43%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	**75%**	*	77%	*	-	-	-	-	*	*	78%	40%	77%	86%
At Meets Grade Level or Above	2019	62%	60%	**22%**	*	20%	*	-	-	-	-	*	*	22%	20%	22%	14%
At Masters Grade Level	2019	25%	21%	**3%**	*	2%	*	-	-	-	-	*	*	3%	0%	3%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	**92%**	*	90%	100%	*	-	-	-	*	-	91%	*	92%	89%
At Meets Grade Level or Above	2019	73%	73%	**49%**	*	46%	80%	*	-	-	-	*	-	49%	*	50%	37%
At Masters Grade Level	2019	45%	42%	**10%**	*	8%	40%	*	-	-	-	*	-	10%	*	8%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**66%**	60%	65%	81%	*	-	-	*	59%	100%	65%	69%	67%	64%
At Meets Grade Level or Above	2019	50%	45%	**25%**	26%	23%	47%	*	-	-	*	30%	17%	25%	19%	25%	22%
At Masters Grade Level	2019	24%	18%	**5%**	2%	5%	17%	*	-	-	*	7%	8%	5%	6%	5%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**56%**	59%	54%	91%	*	-	-	*	30%	*	54%	74%	57%	51%
At Meets Grade Level or Above	2019	48%	42%	**22%**	18%	21%	55%	*	-	-	*	10%	*	22%	22%	22%	20%
At Masters Grade Level	2019	21%	15%	**1%**	0%	1%	9%	*	-	-	*	0%	*	1%	4%	1%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**77%**	79%	77%	78%	-	-	-	*	80%	*	78%	71%	78%	84%
At Meets Grade Level or Above	2019	52%	47%	**36%**	43%	35%	44%	-	-	-	*	60%	*	38%	24%	37%	38%
At Masters Grade Level	2019	26%	21%	**14%**	7%	15%	22%	-	-	-	*	20%	*	14%	14%	14%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**56%**	*	56%	*	-	-	-	-	*	-	50%	100%	58%	60%
At Meets Grade Level or Above	2019	38%	32%	**8%**	*	6%	*	-	-	-	-	*	-	9%	0%	8%	7%
At Masters Grade Level	2019	14%	10%	**0%**	*	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**66%**	40%	68%	71%	-	-	-	*	*	*	69%	47%	67%	68%
At Meets Grade Level or Above	2019	54%	50%	**17%**	10%	16%	43%	-	-	-	*	*	*	17%	18%	18%	13%
At Masters Grade Level	2019	25%	19%	**2%**	0%	2%	14%	-	-	-	*	*	*	2%	6%	2%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**75%**	63%	75%	75%	*	-	-	*	100%	*	76%	69%	75%	66%
At Meets Grade Level or Above	2019	55%	54%	**29%**	38%	26%	50%	*	-	-	*	50%	*	31%	13%	28%	17%
At Masters Grade Level	2019	33%	30%	**6%**	0%	5%	25%	*	-	-	*	17%	*	7%	0%	5%	2%

District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

Total Students: 342
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	77	**58**	*	54	*	-	-	-	-	*	-	54	80	57	57
	2018	76	77	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics	2019	63	57	**66**	*	61	*	-	-	-	-	*	-	61	100	66	68
	2018	67	65	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 ELA/Reading	2019	77	75	**78**	67	77	*	-	-	-	*	*	*	75	90	79	77
	2018	79	78	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics	2019	84	88	**67**	58	69	*	-	-	-	*	*	*	71	45	67	68
	2018	81	86	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English II	2019	69	68	**57**	*	57	*	-	-	-	-	*	*	57	*	56	54
	2018	67	65	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2019	75	88	**95**	*	95	*	-	-	-	-	*	*	94	*	94	94
	2018	72	68	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	69	**72**	75	71	81	-	-	-	*	70	67	71	77	72	73
	2018	69	68	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	68	**67**	67	65	90	-	-	-	*	60	*	64	84	66	66
	2018	69	68	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	70	**76**	82	76	75	-	-	-	*	80	*	77	71	77	78
	2018	70	69	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Mathematics	2018	47%	48%	**-**	-	-	-	-	-	-	-	-	-	-
Reading	2018	38%	36%	**-**	-	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8														
Reading	2019	41%	42%	**46%**	*	46%	*	-	-	-	-	*	47%	50%
Mathematics	2019	45%	48%	**54%**	67%	51%	*	-	-	-	-	*	53%	46%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**68%**	50%	71%	*	-	-	-	*	*	67%	61%
Students Requiring Accelerated Instruction	2019	22%	26%	**32%**	50%	29%	*	-	-	-	*	*	33%	39%
STAAR Cumulative Met Standard	2019	85%	83%	**86%**	67%	87%	*	-	-	-	*	*	88%	78%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	**45%**	17%	49%	*	-	-	-	*	*	47%	50%
Students Requiring Accelerated Instruction	2019	18%	16%	**55%**	83%	51%	*	-	-	-	*	*	53%	50%
STAAR Cumulative Met Standard	2019	88%	89%	**65%**	50%	67%	*	-	-	-	*	*	66%	67%

District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

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

Total Students: 342
Grade Span: 07 - 12
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**66%**	-	-	-	-	-	59%	50%	59%	21%	59%	56%
	2018	77%	74%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	50%	45%	**25%**	-	-	-	-	-	20%	20%	20%	0%	20%	19%
	2018	48%	42%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	24%	18%	**5%**	-	-	-	-	-	5%	0%	5%	0%	5%	5%
	2018	22%	16%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**56%**	-	-	-	-	-	43%	0%	46%	14%	43%	41%
	2018	74%	69%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	48%	42%	**22%**	-	-	-	-	-	14%	0%	15%	0%	14%	13%
	2018	46%	39%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	21%	15%	**1%**	-	-	-	-	-	1%	0%	1%	0%	1%	1%
	2018	19%	14%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**77%**	-	-	-	-	-	85%	*	85%	*	85%	81%
	2018	81%	80%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	47%	**36%**	-	-	-	-	-	44%	*	45%	*	44%	42%
	2018	50%	43%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	21%	**14%**	-	-	-	-	-	20%	*	20%	*	20%	19%
	2018	24%	17%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**56%**	-	-	-	-	-	*	-	*	*	*	*
	2018	66%	62%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	32%	**8%**	-	-	-	-	-	*	-	*	*	*	*
	2018	41%	35%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**66%**	-	-	-	-	-	65%	*	64%	*	65%	64%
	2018	80%	78%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	50%	**17%**	-	-	-	-	-	12%	*	10%	*	12%	11%
	2018	51%	47%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	19%	**2%**	-	-	-	-	-	0%	*	0%	*	0%	0%
	2018	23%	18%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**75%**	-	-	-	-	-	63%	*	59%	*	63%	63%
	2018	78%	79%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	55%	54%	**29%**	-	-	-	-	-	19%	*	17%	*	19%	17%
	2018	53%	52%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	33%	30%	**6%**	-	-	-	-	-	3%	*	3%	*	3%	3%
	2018	31%	27%	**-**	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**72%**	-	-	-	-	-	74%	-	74%	40%	74%	72%
	2018	69%	68%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68%	68%	**67%**	-	-	-	-	-	71%	-	71%	*	71%	67%
	2018	69%	68%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	70%	**76%**	-	-	-	-	-	76%	-	76%	*	76%	75%
	2018	70%	69%	**-**	-	-	-	-	-	-	-	-	-	-	-
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**46%**	-	-	-	-	-	50%	-	50%	*	50%	50%
	2018	38%	36%	**-**	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

Total Students: 342
Grade Span: 07 - 12
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2019	45%	48%	**54%**	-	-	-	-	-	55%	-	55%	*	55%	46%
	2018	47%	48%	**-**	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

Total Students: 342
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	99%	92%	*	*	-	*	100%	99%	100%
Included in Accountability	94%	94%	**89%**	79%	91%	73%	*	*	-	*	75%	90%	90%
Not Included in Accountability													
Mobile	4%	3%	**9%**	21%	7%	18%	*	*	-	*	22%	7%	5%
Other Exclusions	1%	2%	**1%**	0%	2%	0%	*	*	-	*	3%	1%	5%
Not Tested	1%	1%	**1%**	0%	1%	8%	*	*	-	*	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	4%	*	*	-	*	0%	0%	0%
Other	0%	0%	**1%**	0%	1%	4%	*	*	-	*	0%	1%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**-**	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	**-**	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	**-**	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	2%	**-**	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	1%	**-**	-	-	-	-	-	-	-	-	-	-
Absent	1%	1%	**-**	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	**-**	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

Total Students: 342
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	95.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

Total Students: 342
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

Total Students: 342
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

Total Students: 342
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	?	-	?	-	-	-	-	-	n/a	?	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	*	-	*	-	-	-	-	-	n/a	*	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	*	-	*	-	-	-	-	-	n/a	*	n/a
English Language Arts and Writing													
2017-18	521	506	*	-	*	-	-	-	-	-	n/a	*	n/a
Mathematics													
2017-18	515	507	*	-	*	-	-	-	-	-	n/a	*	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

Total Students: 342
Grade Span: 07 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students	342	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	41	12.0%	7.2%	7.5%
Grade 8	69	20.2%	7.5%	7.5%
Grade 9	60	17.5%	8.1%	8.1%
Grade 10	41	12.0%	7.7%	7.4%
Grade 11	66	19.3%	7.3%	6.9%
Grade 12	65	19.0%	6.9%	6.5%
Ethnic Distribution:				
African American	18	5.3%	7.2%	12.6%
Hispanic	300	87.7%	83.4%	52.6%
White	21	6.1%	5.6%	27.4%
American Indian	2	0.6%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	1	0.3%	0.6%	2.4%
Economically Disadvantaged	310	90.6%	86.3%	60.6%
Non-Educationally Disadvantaged	32	9.4%	13.7%	39.4%
Section 504 Students	47	13.7%	5.6%	6.5%
English Learners (EL)	89	26.0%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	28	8.2%	4.1%	3.6%
At-Risk	325	95.0%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	11			
By Type of Primary Disability				
Students with Intellectual Disabilities	6	54.5%	44.2%	42.4%
Students with Physical Disabilities	*	*	16.3%	21.9%
Students with Autism	*	*	21.4%	13.7%
Students with Behavioral Disabilities	*	*	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	0	0.0%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

Total Students: 342
Grade Span: 07 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
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%		

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	10.8	14.5	16.6
Foreign Languages	13.3	15.7	18.9
Mathematics	11.0	15.7	17.8
Science	11.8	16.2	18.9
Social Studies	11.4	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

Total Students: 342
Grade Span: 07 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	44.7	100.0%	100.0%	100.0%
Professional Staff:	42.7	95.6%	59.1%	64.1%
Teachers	35.6	79.7%	46.1%	49.8%
Professional Support	5.1	11.4%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	4.5%	2.4%	3.0%
Educational Aides:	2.0	4.4%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	1.0	n/a	12.0	1,097.0
Total Minority Staff:	14.3	32.0%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.0	8.4%	10.1%	10.6%
Hispanic	7.3	20.5%	35.2%	27.7%
White	21.3	59.9%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	5.6%	2.9%	1.7%
Pacific Islander	1.0	2.8%	0.0%	0.2%
Two or More Races	1.0	2.8%	1.1%	1.1%
Males	12.4	34.9%	24.4%	23.8%
Females	23.2	65.1%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	18.3	51.4%	76.3%	73.6%
Masters	15.3	43.0%	21.8%	24.3%
Doctorate	2.0	5.6%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.4%	7.0%
1-5 Years Experience	7.9	22.2%	35.0%	28.9%
6-10 Years Experience	7.3	20.5%	21.1%	19.0%
11-20 Years Experience	14.3	40.1%	26.5%	29.3%
Over 20 Years Experience	6.1	17.1%	10.9%	15.7%
Number of Students per Teacher	9.6	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

Total Students: 342
Grade Span: 07 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	20.0	7.5	6.3
Average Years Experience of Principals with District	20.0	7.3	5.4
Average Years Experience of Assistant Principals	12.0	6.3	5.3
Average Years Experience of Assistant Principals with District	12.0	6.0	4.7
Average Years Experience of Teachers:	12.6	9.7	11.1
Average Years Experience of Teachers with District:	9.4	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$51,929	$47,218
1-5 Years Experience	$57,486	$54,679	$50,408
6-10 Years Experience	$58,242	$56,719	$52,786
11-20 Years Experience	$60,066	$57,147	$56,041
Over 20 Years Experience	$64,019	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$59,795	$56,382	$54,122
Professional Support	$69,563	$70,595	$64,069
Campus Administration (School Leadership)	$103,308	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: TEGELER CAREER CENTER
Campus Number: 101917007

Total Students: 342
Grade Span: 07 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	86	25.1%	27.1%	19.7%
Career & Technical Education	184	53.8%	20.5%	26.3%
Gifted & Talented Education	0	0.0%	5.3%	8.1%
Special Education	11	3.2%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	2.7	7.6%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	30.8	86.4%	68.3%	71.4%
Special Education	2.1	5.9%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

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

Campus Number: **101917012**

2019 Accountability Rating: **Not Rated**

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

Total Students: 18
Grade Span: 07 - 12
School Type: High School

There is no data for this campus.

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

Total Students: 18
Grade Span: 07 - 12
School Type: High School

There is no data for this campus.

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

There is no data for this campus.

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

There is no data for this campus.

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

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

Total Students: 18
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	3%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 18
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**79.8%**	*	80.5%	*	-	-	-	-	*	76.6%	*
2016-17	95.7%	94.6%	**85.8%**	*	85.9%	*	-	-	-	-	*	87.5%	*
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**0.0%**	*	0.0%	-	-	-	-	-	-	0.0%	*
2016-17	0.3%	0.2%	**0.0%**	*	0.0%	-	-	-	-	-	*	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
2016-17	1.9%	2.3%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 18
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Total Students: 18
Grade Span: 07 - 12
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	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
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Total Students: 18
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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Total Students: 18
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
2016-17	37.1%	31.6%	**6.3%**	*	7.7%	*	-	-	-	-	*	0.0%	*
English Language Arts													
2017-18	17.3%	17.1%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
2016-17	16.8%	12.2%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
Mathematics													
2017-18	20.7%	14.7%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
2016-17	19.5%	15.3%	**7.7%**	*	10.0%	*	-	-	-	-	*	0.0%	*
Science													
2017-18	21.2%	13.6%	**0.0%**	*	0.0%	-	-	-	-	-	*	0.0%	*
2016-17	5.7%	4.6%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
Social Studies													
2017-18	22.8%	18.8%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
2016-17	21.8%	18.6%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	**-**	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	**-**	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	**-**	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Total Students: 18
Grade Span: 07 - 12
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Student Information	Campus Count	Campus Percent	District	State
Total Students	18	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	1	5.6%	7.2%	7.5%
Grade 8	4	22.2%	7.5%	7.5%
Grade 9	5	27.8%	8.1%	8.1%
Grade 10	4	22.2%	7.7%	7.4%
Grade 11	3	16.7%	7.3%	6.9%
Grade 12	1	5.6%	6.9%	6.5%
Ethnic Distribution:				
African American	0	0.0%	7.2%	12.6%
Hispanic	18	100.0%	83.4%	52.6%
White	0	0.0%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.4%
Economically Disadvantaged	16	88.9%	86.3%	60.6%
Non-Educationally Disadvantaged	2	11.1%	13.7%	39.4%
Section 504 Students	1	5.6%	5.6%	6.5%
English Learners (EL)	3	16.7%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	15	46.9%	1.3%	1.4%
Students w/ Dyslexia	2	11.1%	4.1%	3.6%
At-Risk	18	100.0%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	*			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	44.2%	42.4%
Students with Physical Disabilities	0	0.0%	16.3%	21.9%
Students with Autism	0	0.0%	21.4%	13.7%
Students with Behavioral Disabilities	*	*	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	31	96.9%	15.6%	15.4%

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Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	3	9.4%		
Hispanic	27	84.4%		
White	1	3.1%		
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	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	0.0%	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.4%	0.6%	-	0.0%	0.6%
Grade 8	0.0%	0.3%	0.4%	-	0.2%	0.7%
Grade 9	0.0%	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

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

Total Students: 18
Grade Span: 07 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	59.1%	64.1%
Teachers	-	-	46.1%	49.8%
Professional Support	-	-	9.6%	10.1%
Campus Administration (School Leadership)	-	-	2.4%	3.0%
Educational Aides:	-	-	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	-	n/a	61.0	4,414.0
Part-time	-	n/a	9.0	572.0
Counselors				
Full-time	-	n/a	114.0	12,433.0
Part-time	-	n/a	12.0	1,097.0
Total Minority Staff:	-	-	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	-	-	10.1%	10.6%
Hispanic	-	-	35.2%	27.7%
White	-	-	50.5%	58.4%
American Indian	-	-	0.2%	0.3%
Asian	-	-	2.9%	1.7%
Pacific Islander	-	-	0.0%	0.2%
Two or More Races	-	-	1.1%	1.1%
Males	-	-	24.4%	23.8%
Females	-	-	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	-	-	0.8%	1.4%
Bachelors	-	-	76.3%	73.6%
Masters	-	-	21.8%	24.3%
Doctorate	-	-	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	-	-	6.4%	7.0%
1-5 Years Experience	-	-	35.0%	28.9%
6-10 Years Experience	-	-	21.1%	19.0%
11-20 Years Experience	-	-	26.5%	29.3%
Over 20 Years Experience	-	-	10.9%	15.7%
Number of Students per Teacher	-	n/a	13.9	15.1

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

Total Students: 18
Grade Span: 07 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	7.5	6.3
Average Years Experience of Principals with District	-	7.3	5.4
Average Years Experience of Assistant Principals	-	6.3	5.3
Average Years Experience of Assistant Principals with District	-	6.0	4.7
Average Years Experience of Teachers:	-	9.7	11.1
Average Years Experience of Teachers with District:	-	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$51,929	$47,218
1-5 Years Experience	-	$54,679	$50,408
6-10 Years Experience	-	$56,719	$52,786
11-20 Years Experience	-	$57,147	$56,041
Over 20 Years Experience	-	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	-	$56,382	$54,122
Professional Support	-	$70,595	$64,069
Campus Administration (School Leadership)	-	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	-	0.0	6,043.6

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

Total Students: 18
Grade Span: 07 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	3	16.7%	27.1%	19.7%
Career & Technical Education	2	11.1%	20.5%	26.3%
Gifted & Talented Education	0	0.0%	5.3%	8.1%
Special Education	4	22.2%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	9.6%	6.4%
Career & Technical Education	-	-	3.7%	4.9%
Compensatory Education	-	-	0.2%	2.7%
Gifted & Talented Education	-	-	1.9%	2.0%
Regular Education	-	-	68.3%	71.4%
Special Education	-	-	13.3%	9.1%
Other	-	-	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PASADENA MEMORIAL H S**

Campus Number: **101917013**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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

Total Students: 3,118
Grade Span: 09 - 12
School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	60%	**70%**	61%	69%	79%	*	79%	*	57%	30%	40%	72%	59%	68%	60%
	2018	65%	57%	**69%**	59%	68%	76%	20%	97%	-	92%	34%	45%	71%	62%	67%	58%
At Meets Grade Level or Above	2019	50%	42%	**52%**	39%	50%	69%	*	76%	*	57%	13%	33%	54%	39%	49%	37%
	2018	44%	35%	**47%**	30%	45%	60%	0%	87%	-	67%	20%	27%	49%	39%	42%	32%
At Masters Grade Level	2019	11%	6%	**10%**	12%	8%	23%	*	42%	*	14%	0%	0%	11%	6%	8%	4%
	2018	7%	5%	**7%**	11%	6%	11%	0%	26%	-	17%	5%	0%	8%	7%	6%	2%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	61%	**68%**	60%	67%	77%	*	73%	-	64%	31%	43%	70%	60%	65%	49%
	2018	67%	58%	**67%**	64%	67%	80%	*	62%	-	71%	39%	67%	71%	54%	65%	46%
At Meets Grade Level or Above	2019	49%	41%	**48%**	33%	47%	65%	*	64%	-	55%	18%	14%	52%	32%	44%	23%
	2018	48%	38%	**46%**	46%	45%	53%	*	48%	-	57%	21%	22%	49%	32%	43%	22%
At Masters Grade Level	2019	8%	5%	**7%**	6%	6%	11%	*	18%	-	18%	2%	0%	7%	5%	5%	1%
	2018	8%	4%	**6%**	6%	5%	10%	*	21%	-	0%	3%	0%	7%	3%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**93%**	97%	93%	90%	*	100%	*	60%	71%	86%	93%	94%	94%	94%
	2018	83%	81%	**82%**	76%	81%	86%	*	95%	-	60%	50%	90%	82%	80%	81%	81%
At Meets Grade Level or Above	2019	61%	73%	**76%**	76%	76%	71%	*	92%	*	40%	35%	57%	76%	75%	76%	73%
	2018	55%	49%	**48%**	36%	48%	46%	*	89%	-	20%	22%	40%	51%	38%	48%	47%
At Masters Grade Level	2019	37%	46%	**47%**	50%	45%	58%	*	83%	*	0%	10%	29%	47%	48%	46%	46%
	2018	32%	27%	**22%**	12%	21%	26%	*	53%	-	0%	10%	20%	23%	17%	21%	18%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	**90%**	86%	89%	94%	*	100%	*	83%	59%	69%	90%	87%	88%	84%
	2018	87%	85%	**88%**	84%	88%	91%	*	94%	-	92%	66%	73%	89%	84%	86%	84%
At Meets Grade Level or Above	2019	62%	60%	**63%**	59%	62%	76%	*	80%	*	50%	20%	38%	67%	46%	61%	52%
	2018	59%	57%	**63%**	47%	61%	78%	*	81%	-	75%	29%	45%	66%	51%	59%	44%
At Masters Grade Level	2019	25%	21%	**19%**	19%	17%	30%	*	47%	*	17%	3%	8%	21%	11%	16%	10%
	2018	24%	21%	**24%**	16%	22%	36%	*	50%	-	58%	8%	18%	26%	19%	21%	13%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	**95%**	92%	94%	100%	*	95%	-	86%	72%	67%	96%	90%	94%	91%
	2018	92%	92%	**94%**	96%	93%	97%	*	100%	*	100%	74%	*	95%	91%	93%	87%
At Meets Grade Level or Above	2019	73%	73%	**80%**	81%	78%	92%	*	90%	-	86%	46%	58%	81%	73%	78%	59%
	2018	70%	70%	**80%**	81%	78%	86%	*	93%	*	100%	46%	*	82%	72%	78%	62%
At Masters Grade Level	2019	45%	42%	**56%**	53%	53%	78%	*	71%	-	86%	18%	25%	58%	44%	52%	30%
	2018	40%	37%	**48%**	59%	45%	65%	*	70%	*	86%	13%	*	49%	44%	45%	23%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**81%**	77%	81%	87%	38%	86%	*	69%	48%	62%	82%	75%	79%	73%
	2018	77%	74%	**79%**	73%	78%	85%	53%	89%	*	86%	50%	69%	80%	72%	77%	68%
At Meets Grade Level or Above	2019	50%	45%	**62%**	55%	61%	74%	15%	76%	*	58%	24%	43%	64%	50%	59%	47%
	2018	48%	42%	**55%**	46%	54%	64%	32%	79%	*	67%	26%	36%	58%	45%	52%	38%
At Masters Grade Level	2019	24%	18%	**25%**	25%	23%	36%	15%	44%	*	28%	5%	13%	26%	20%	22%	15%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

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

Total Students: 3,118
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	22%	16%	**19%**	18%	18%	27%	16%	43%	*	35%	7%	12%	20%	16%	18%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**69%**	61%	68%	78%	14%	75%	*	61%	30%	41%	71%	60%	66%	55%
	2018	74%	69%	**68%**	62%	67%	78%	22%	80%	-	84%	37%	55%	71%	58%	66%	52%
At Meets Grade Level or Above	2019	48%	42%	**50%**	36%	48%	67%	0%	69%	*	56%	15%	27%	53%	36%	47%	31%
	2018	46%	39%	**46%**	38%	45%	57%	0%	68%	-	63%	21%	25%	49%	36%	43%	27%
At Masters Grade Level	2019	21%	15%	**9%**	9%	7%	18%	0%	29%	*	17%	1%	0%	9%	6%	7%	3%
	2018	19%	14%	**7%**	9%	6%	11%	0%	23%	-	11%	4%	0%	7%	5%	6%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**93%**	97%	93%	90%	*	100%	*	60%	71%	86%	93%	94%	94%	94%
	2018	81%	80%	**82%**	76%	81%	86%	*	95%	-	60%	50%	90%	82%	80%	81%	81%
At Meets Grade Level or Above	2019	52%	47%	**76%**	76%	76%	71%	*	92%	*	40%	35%	57%	76%	75%	76%	73%
	2018	50%	43%	**48%**	36%	48%	46%	*	89%	-	20%	22%	40%	51%	38%	48%	47%
At Masters Grade Level	2019	26%	21%	**47%**	50%	45%	58%	*	83%	*	0%	10%	29%	47%	48%	46%	46%
	2018	24%	17%	**22%**	12%	21%	26%	*	53%	-	0%	10%	20%	23%	17%	21%	18%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**90%**	86%	89%	94%	*	100%	*	83%	59%	69%	90%	87%	88%	84%
	2018	80%	78%	**88%**	84%	88%	91%	*	94%	-	92%	66%	73%	89%	84%	86%	84%
At Meets Grade Level or Above	2019	54%	50%	**63%**	59%	62%	76%	*	80%	*	50%	20%	38%	67%	46%	61%	52%
	2018	51%	47%	**63%**	47%	61%	78%	*	81%	-	75%	29%	45%	66%	51%	59%	44%
At Masters Grade Level	2019	25%	19%	**19%**	19%	17%	30%	*	47%	*	17%	3%	8%	21%	11%	16%	10%
	2018	23%	18%	**24%**	16%	22%	36%	*	50%	-	58%	8%	18%	26%	19%	21%	13%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**95%**	92%	94%	100%	*	95%	-	86%	72%	67%	96%	90%	94%	91%
	2018	78%	79%	**94%**	96%	93%	97%	*	100%	*	100%	74%	*	95%	91%	93%	87%
At Meets Grade Level or Above	2019	55%	54%	**80%**	81%	78%	92%	*	90%	-	86%	46%	58%	81%	73%	78%	59%
	2018	53%	52%	**80%**	81%	78%	86%	*	93%	*	100%	46%	*	82%	72%	78%	62%
At Masters Grade Level	2019	33%	30%	**56%**	53%	53%	78%	*	71%	-	86%	18%	25%	58%	44%	52%	30%
	2018	31%	27%	**48%**	59%	45%	65%	*	70%	*	86%	13%	*	49%	44%	45%	23%

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

Total Students: 3,118
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	68	**69**	65	70	71	*	59	-	75	62	*	69	69	68	70
	2018	67	65	**67**	63	67	72	*	76	-	17	61	38	68	62	67	60
End of Course Algebra I	2019	75	88	**90**	88	90	89	-	100	*	*	69	79	90	90	90	88
	2018	72	68	**67**	64	66	67	*	83	-	*	46	69	68	62	67	65
All Grades Both Subjects	2019	69	69	**78**	75	79	78	*	68	*	75	65	83	78	78	78	81
	2018	69	68	**67**	63	67	69	*	80	-	33	53	53	68	62	67	63
All Grades ELA/Reading	2019	68	68	**69**	65	70	71	*	59	-	75	62	*	69	69	68	70
	2018	69	68	**67**	63	67	72	*	76	-	17	61	38	68	62	67	60
All Grades Mathematics	2019	70	70	**90**	88	90	89	-	100	*	*	69	79	90	90	90	88
	2018	70	69	**67**	64	66	67	*	83	-	*	46	69	68	62	67	65

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

There is no data for this campus.

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**81%**	89%	-	-	89%	-	56%	57%	56%	64%	57%	58%
	2018	77%	74%	**79%**	63%	-	-	63%	-	52%	52%	*	45%	52%	51%
At Meets Grade Level or Above	2019	50%	45%	**62%**	44%	-	-	44%	-	24%	29%	24%	32%	25%	26%
	2018	48%	42%	**55%**	0%	-	-	0%	-	18%	18%	*	23%	18%	18%
At Masters Grade Level	2019	24%	18%	**25%**	11%	-	-	11%	-	8%	10%	8%	8%	8%	8%
	2018	22%	16%	**19%**	0%	-	-	0%	-	4%	4%	*	5%	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**69%**	71%	-	-	71%	-	34%	27%	34%	41%	34%	35%
	2018	74%	69%	**68%**	50%	-	-	50%	-	30%	29%	*	27%	30%	30%
At Meets Grade Level or Above	2019	48%	42%	**50%**	29%	-	-	29%	-	9%	18%	9%	20%	10%	11%
	2018	46%	39%	**46%**	0%	-	-	0%	-	8%	8%	*	3%	7%	7%
At Masters Grade Level	2019	21%	15%	**9%**	0%	-	-	0%	-	1%	9%	0%	0%	1%	0%
	2018	19%	14%	**7%**	0%	-	-	0%	-	0%	0%	*	0%	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**93%**	*	-	-	*	-	90%	100%	89%	96%	90%	91%
	2018	81%	80%	**82%**	-	-	-	-	-	70%	70%	-	58%	70%	69%
At Meets Grade Level or Above	2019	52%	47%	**76%**	*	-	-	*	-	59%	80%	58%	57%	60%	60%
	2018	50%	43%	**48%**	-	-	-	-	-	22%	22%	-	42%	22%	24%
At Masters Grade Level	2019	26%	21%	**47%**	*	-	-	*	-	34%	20%	34%	26%	34%	33%
	2018	24%	17%	**22%**	-	-	-	-	-	9%	9%	-	8%	9%	9%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**90%**	*	-	-	*	-	70%	80%	70%	71%	71%	71%
	2018	80%	78%	**88%**	*	-	-	*	-	72%	72%	*	60%	72%	71%
At Meets Grade Level or Above	2019	54%	50%	**63%**	*	-	-	*	-	21%	0%	22%	19%	22%	22%
	2018	51%	47%	**63%**	*	-	-	*	-	17%	17%	*	40%	17%	20%
At Masters Grade Level	2019	25%	19%	**19%**	*	-	-	*	-	1%	0%	1%	0%	1%	1%
	2018	23%	18%	**24%**	*	-	-	*	-	2%	2%	*	7%	2%	2%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**95%**	*	-	-	*	-	88%	-	88%	86%	88%	88%
	2018	78%	79%	**94%**	*	-	-	*	-	83%	83%	-	80%	83%	83%
At Meets Grade Level or Above	2019	55%	54%	**80%**	*	-	-	*	-	46%	-	46%	57%	44%	45%
	2018	53%	52%	**80%**	*	-	-	*	-	50%	50%	-	60%	49%	50%
At Masters Grade Level	2019	33%	30%	**56%**	*	-	-	*	-	17%	-	17%	29%	16%	17%
	2018	31%	27%	**48%**	*	-	-	*	-	15%	15%	-	20%	15%	15%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**78%**	*	-	-	*	-	75%	88%	74%	80%	75%	76%
	2018	69%	68%	**67%**	*	-	-	*	-	54%	54%	-	60%	53%	54%
All Grades ELA/Reading	2019	68%	68%	**69%**	-	-	-	-	-	65%	*	65%	69%	65%	65%
	2018	69%	68%	**67%**	*	-	-	*	-	54%	54%	-	75%	53%	55%
All Grades Mathematics	2019	70%	70%	**90%**	*	-	-	*	-	84%	*	83%	85%	85%	85%
	2018	70%	69%	**67%**	-	-	-	-	-	53%	53%	-	50%	53%	53%

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

Total Students: 3,118
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**98%**	96%	98%	97%	93%	99%	80%	100%	97%	98%	99%
Included in Accountability	94%	94%	**92%**	87%	93%	93%	93%	93%	80%	100%	93%	94%	85%
Not Included in Accountability													
Mobile	4%	3%	**4%**	9%	3%	3%	0%	2%	0%	0%	3%	2%	4%
Other Exclusions	1%	2%	**2%**	0%	2%	1%	0%	4%	0%	0%	1%	2%	10%
Not Tested	1%	1%	**2%**	4%	2%	4%	7%	1%	20%	0%	3%	2%	1%
Absent	1%	1%	**2%**	4%	2%	4%	7%	1%	20%	0%	3%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	99%	99%	98%	100%	98%	*	100%	98%	99%	98%
Included in Accountability	94%	94%	**93%**	83%	93%	95%	100%	88%	*	100%	95%	93%	84%
Not Included in Accountability													
Mobile	4%	4%	**4%**	16%	3%	3%	0%	2%	*	0%	3%	4%	4%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	0%	8%	*	0%	1%	2%	11%
Not Tested	1%	1%	**1%**	1%	1%	2%	0%	2%	*	0%	2%	1%	2%
Absent	1%	1%	**1%**	1%	1%	2%	0%	2%	*	0%	2%	1%	2%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

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Total Students: 3,118
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**93.7%**	93.4%	93.7%	93.1%	89.5%	96.7%	*	94.3%	91.1%	93.6%	93.5%
2016-17	95.7%	94.6%	**93.9%**	93.4%	93.9%	92.7%	93.2%	97.5%	*	93.0%	92.4%	93.9%	93.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	**1.1%**	1.6%	1.2%	0.3%	0.0%	1.5%	*	0.0%	0.9%	1.2%	2.1%
2016-17	1.9%	2.3%	**1.3%**	1.0%	1.3%	2.0%	0.0%	0.0%	*	3.2%	0.9%	1.3%	1.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	**93.9%**	95.3%	93.6%	91.8%	*	100.0%	*	100.0%	93.9%	93.4%	87.5%
Received TxCHSE	0.4%	0.5%	**0.8%**	0.0%	0.6%	3.1%	*	0.0%	*	0.0%	0.0%	0.9%	0.0%
Continued HS	3.8%	3.1%	**1.7%**	0.0%	1.9%	2.0%	*	0.0%	*	0.0%	4.1%	2.2%	0.0%
Dropped Out	5.7%	6.5%	**3.6%**	4.7%	3.9%	3.1%	*	0.0%	*	0.0%	2.0%	3.6%	12.5%
Graduates and TxCHSE	90.4%	90.4%	**94.7%**	95.3%	94.2%	94.9%	*	100.0%	*	100.0%	93.9%	94.2%	87.5%
Graduates, TxCHSE, and Continuers	94.3%	93.5%	**96.4%**	95.3%	96.1%	96.9%	*	100.0%	*	100.0%	98.0%	96.4%	87.5%
Class of 2017													
Graduated	89.7%	89.9%	**92.7%**	92.1%	93.5%	90.1%	*	89.5%	-	83.3%	88.1%	91.7%	84.4%
Received TxCHSE	0.4%	0.4%	**0.6%**	0.0%	0.6%	0.8%	*	0.0%	-	0.0%	0.0%	0.9%	0.0%
Continued HS	4.0%	3.1%	**1.8%**	0.0%	1.6%	3.3%	*	5.3%	-	0.0%	2.4%	1.9%	2.2%
Dropped Out	5.9%	6.5%	**4.8%**	7.9%	4.3%	5.8%	*	5.3%	-	16.7%	9.5%	5.5%	13.3%
Graduates and TxCHSE	90.1%	90.3%	**93.4%**	92.1%	94.1%	90.9%	*	89.5%	-	83.3%	88.1%	92.5%	84.4%
Graduates, TxCHSE, and Continuers	94.1%	93.5%	**95.2%**	92.1%	95.7%	94.2%	*	94.7%	-	83.3%	90.5%	94.5%	86.7%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	**94.5%**	92.1%	94.7%	93.3%	*	94.7%	-	100.0%	88.4%	93.7%	85.4%
Received TxCHSE	0.6%	0.5%	**0.7%**	0.0%	0.8%	0.8%	*	0.0%	-	0.0%	0.0%	1.1%	0.0%
Continued HS	1.1%	0.3%	**0.1%**	0.0%	0.2%	0.0%	*	0.0%	-	0.0%	2.3%	0.0%	0.0%
Dropped Out	6.3%	7.0%	**4.7%**	7.9%	4.3%	5.8%	*	5.3%	-	0.0%	9.3%	5.3%	14.6%
Graduates and TxCHSE	92.6%	92.7%	**95.2%**	92.1%	95.5%	94.2%	*	94.7%	-	100.0%	88.4%	94.7%	85.4%
Graduates, TxCHSE, and Continuers	93.7%	93.0%	**95.3%**	92.1%	95.7%	94.2%	*	94.7%	-	100.0%	90.7%	94.7%	85.4%
Class of 2016													
Graduated	91.6%	93.1%	**95.6%**	88.6%	96.1%	94.4%	83.3%	100.0%	-	*	82.5%	95.2%	93.8%
Received TxCHSE	0.7%	0.6%	**0.7%**	0.0%	0.4%	2.8%	0.0%	0.0%	-	*	0.0%	0.5%	0.0%
Continued HS	1.2%	0.2%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.6%	6.0%	**3.8%**	11.4%	3.5%	2.8%	16.7%	0.0%	-	*	17.5%	4.3%	6.3%
Graduates and TxCHSE	92.2%	93.8%	**96.2%**	88.6%	96.5%	97.2%	83.3%	100.0%	-	*	82.5%	95.7%	93.8%
Graduates, TxCHSE, and Continuers	93.4%	94.0%	**96.2%**	88.6%	96.5%	97.2%	83.3%	100.0%	-	*	82.5%	95.7%	93.8%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	**95.7%**	91.2%	96.1%	94.4%	83.3%	100.0%	-	*	82.9%	95.5%	95.7%

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	**0.7%**	0.0%	0.4%	2.8%	0.0%	0.0%	-	*	0.0%	0.5%	0.0%
Continued HS	0.5%	0.0%	**0.1%**	0.0%	0.2%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.8%	**3.5%**	8.8%	3.4%	2.8%	16.7%	0.0%	-	*	17.1%	4.1%	4.3%
Graduates and TxCHSE	92.9%	94.1%	**96.4%**	91.2%	96.5%	97.2%	83.3%	100.0%	-	*	82.9%	95.9%	95.7%
Graduates, TxCHSE, and Continuers	93.4%	94.2%	**96.5%**	91.2%	96.6%	97.2%	83.3%	100.0%	-	*	82.9%	95.9%	95.7%
Class of 2015													
Graduated	91.8%	92.6%	**95.0%**	88.0%	95.7%	93.1%	*	95.2%	-	*	91.7%	94.5%	93.3%
Received TxCHSE	1.0%	0.9%	**1.0%**	0.0%	0.8%	2.6%	*	0.0%	-	*	0.0%	1.0%	3.3%
Continued HS	0.6%	0.1%	**0.3%**	0.0%	0.2%	0.9%	*	0.0%	-	*	2.8%	0.2%	0.0%
Dropped Out	6.7%	6.4%	**3.7%**	12.0%	3.3%	3.4%	*	4.8%	-	*	5.6%	4.3%	3.3%
Graduates and TxCHSE	92.8%	93.5%	**96.0%**	88.0%	96.5%	95.7%	*	95.2%	-	*	91.7%	95.5%	96.7%
Graduates, TxCHSE, and Continuers	93.3%	93.6%	**96.3%**	88.0%	96.7%	96.6%	*	95.2%	-	*	94.4%	95.7%	96.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	**92.9%**	95.3%	92.6%	90.0%	*	100.0%	*	100.0%	85.2%	92.3%	86.4%
Class of 2017	89.7%	87.6%	**90.8%**	90.0%	91.3%	88.6%	*	89.5%	-	83.3%	73.1%	88.9%	82.6%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	**25.0%**	*	33.3%	-	*	-	-	-	*	28.6%	33.3%
Class of 2017	88.5%	83.8%	**86.2%**	77.1%	85.9%	88.9%	*	100.0%	-	80.0%	27.8%	86.6%	65.8%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	**1.8%**	5.0%	1.9%	1.1%	*	0.0%	*	0.0%	4.7%	2.2%	2.0%
Class of 2017	6.0%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	*	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	**79.2%**	72.5%	79.1%	73.0%	*	97.6%	*	83.3%	34.9%	77.4%	62.0%
Class of 2017	60.8%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	*	0.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	**80.4%**	75.6%	80.5%	74.2%	*	97.6%	*	83.3%	37.8%	79.0%	60.7%
Class of 2017	85.9%	83.4%	**85.5%**	77.1%	85.1%	88.1%	*	100.0%	-	80.0%	27.0%	85.6%	65.8%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	**4.0%**	*	0.0%	0.0%	-	-	-	*	*	5.9%	*
2016-17	87.2%	80.6%	**83.8%**	73.7%	84.0%	84.8%	*	94.1%	-	80.0%	23.3%	84.3%	61.9%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	**1.8%**	4.9%	1.8%	1.1%	*	0.0%	*	0.0%	4.7%	2.1%	1.7%
2016-17	7.2%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	*	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	**79.1%**	70.7%	79.1%	72.2%	*	97.9%	*	83.3%	34.9%	78.8%	69.5%
2016-17	56.5%	38.9%	**11.1%**	-	0.0%	*	-	*	-	-	*	12.5%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	**78.6%**	72.1%	78.7%	69.5%	*	97.9%	*	85.7%	37.0%	78.3%	68.9%
2016-17	84.0%	80.1%	**82.9%**	73.7%	83.1%	84.1%	*	94.4%	-	80.0%	22.7%	82.9%	62.8%

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Total Students: 3,118
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	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	817	100.0%	3,725	347,893
By Ethnicity:				
African American	43	5.3%	305	43,502
Hispanic	621	76.0%	3,031	173,272
White	96	11.8%	210	107,052
American Indian	2	0.2%	5	1,226
Asian	47	5.8%	150	15,589
Pacific Islander	1	0.1%	2	528
Two or More Races	7	0.9%	22	6,724
By Graduation Type:				
Minimum H.S. Program	24	2.9%	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	1	0.1%	9	3,538
Foundation H.S. Program (No Endorsement)	152	18.6%	581	49,432
Foundation H.S. Program (Endorsement)	14	1.7%	105	16,542
Foundation H.S. Program (DLA)	626	76.6%	2,924	272,526
Special Education Graduates	47	5.8%	244	25,962
Economically Disadvantaged Graduates	483	59.1%	2,432	166,956
LEP Graduates	61	7.5%	322	21,359
At-Risk Graduates	372	45.5%	1,750	144,805

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College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	**64.3%**	61.6%	63.0%	63.5%	*	77.7%	*	92.9%	88.3%	62.2%	39.3%
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	**51.4%**	46.5%	49.1%	53.1%	*	74.5%	*	85.7%	8.5%	47.4%	24.6%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	**57.4%**	62.8%	55.4%	57.3%	*	70.2%	*	100.0%	8.5%	54.0%	21.3%
Mathematics													
2017-18	46.0%	47.8%	**60.7%**	55.8%	58.8%	58.3%	*	89.4%	*	85.7%	14.9%	56.9%	37.7%
Both Subjects													
2017-18	42.1%	36.8%	**48.8%**	44.2%	46.4%	53.1%	*	68.1%	*	85.7%	6.4%	44.3%	18.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	**8.3%**	11.6%	6.9%	12.5%	*	12.8%	*	14.3%	0.0%	7.5%	3.3%
2016-17	19.9%	9.3%	**11.5%**	5.3%	11.1%	15.9%	*	11.1%	-	20.0%	0.0%	8.6%	2.3%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	**17.6%**	16.3%	15.5%	17.7%	*	42.6%	*	28.6%	2.1%	16.1%	9.8%
2016-17	20.1%	16.2%	**18.5%**	2.6%	17.4%	20.4%	*	66.7%	-	60.0%	0.0%	18.2%	2.3%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	1.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	**24.8%**	27.9%	25.4%	23.4%	*	18.1%	*	14.3%	88.3%	26.2%	17.2%
2016-17	13.2%	11.8%	**10.1%**	5.3%	10.9%	7.5%	*	11.1%	-	10.0%	6.8%	10.9%	3.5%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	2.7%	1.7%	**1.5%**	0.0%	2.0%	0.0%	*	0.0%	-	0.0%	0.0%	2.3%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	**4.7%**	9.3%	4.8%	4.2%	*	0.0%	*	0.0%	59.6%	5.4%	6.6%
2016-17	1.0%	3.4%	**0.1%**	0.0%	0.2%	0.0%	*	0.0%	-	0.0%	2.3%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	**36.4%**	39.5%	37.4%	31.3%	*	31.9%	*	28.6%	25.5%	37.3%	16.4%
2016-17	17.3%	11.8%	**14.2%**	5.3%	15.4%	9.7%	*	22.2%	-	20.0%	4.5%	16.1%	2.3%

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U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	**1.2%**	0.0%	1.1%	2.1%	*	2.1%	*	0.0%	0.0%	1.7%	0.0%
2016-17	2.2%	1.8%	**1.9%**	2.6%	1.8%	2.7%	*	0.0%	-	0.0%	2.3%	1.4%	2.3%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	**2.1%**	0.0%	2.3%	3.1%	*	0.0%	*	0.0%	36.2%	2.3%	3.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	**0.2%**	0.0%	0.3%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.5%	0.4%	**0.0%**	0.0%	0.0%	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

Total Students: 3,118
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	**28.2%**	30.2%	27.9%	28.1%	*	27.7%	*	57.1%	8.5%	28.8%	16.4%
2016-17	23.4%	20.8%	**31.5%**	23.7%	31.1%	38.1%	*	22.2%	-	20.0%	4.5%	29.0%	7.0%
Mathematics													
2017-18	23.7%	25.7%	**38.6%**	44.2%	38.3%	29.2%	*	53.2%	*	57.1%	8.5%	38.1%	27.9%
2016-17	19.8%	24.0%	**35.6%**	23.7%	36.2%	34.5%	*	55.6%	-	0.0%	4.5%	35.0%	30.2%
Both Subjects													
2017-18	18.1%	12.7%	**19.3%**	20.9%	18.4%	21.9%	*	23.4%	*	42.9%	6.4%	19.3%	11.5%
2016-17	12.9%	11.8%	**22.8%**	18.4%	22.6%	25.7%	*	22.2%	-	0.0%	0.0%	22.0%	7.0%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	**56.7%**	53.5%	58.5%	55.2%	*	40.4%	*	57.1%	55.3%	56.3%	31.1%
2016-17	50.5%	26.8%	**30.0%**	18.4%	29.1%	38.1%	*	33.3%	-	40.0%	31.8%	30.4%	16.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	7.1%	**6.7%**	9.3%	7.4%	5.2%	*	0.0%	*	0.0%	6.4%	6.2%	6.6%
2016-17	1.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	**25.8%**	27.9%	23.2%	26.9%	40.0%	63.0%	*	28.6%	n/a	22.8%	n/a
2017	26.2%	24.4%	**22.0%**	13.1%	20.1%	26.8%	33.3%	50.0%	*	28.6%	n/a	19.5%	n/a
English Language Arts													
2018	15.3%	17.2%	**14.6%**	14.7%	13.0%	17.1%	0.0%	31.5%	*	28.6%	n/a	12.8%	n/a
2017	15.9%	15.2%	**12.5%**	10.7%	10.9%	15.8%	0.0%	31.8%	*	28.6%	n/a	10.6%	n/a
Mathematics													
2018	7.3%	7.8%	**7.4%**	4.4%	6.0%	9.1%	20.0%	28.8%	*	14.3%	n/a	5.7%	n/a
2017	7.2%	6.4%	**6.1%**	2.4%	5.4%	7.2%	0.0%	16.7%	*	28.6%	n/a	5.3%	n/a
Science													
2018	10.8%	15.9%	**12.6%**	8.8%	11.1%	11.4%	20.0%	41.1%	*	14.3%	n/a	10.8%	n/a
2017	10.9%	13.2%	**10.7%**	6.0%	8.8%	14.4%	16.7%	39.4%	*	21.4%	n/a	9.3%	n/a
Social Studies													
2018	14.5%	13.5%	**14.5%**	19.1%	13.0%	12.0%	40.0%	38.4%	*	21.4%	n/a	12.9%	n/a
2017	15.0%	13.9%	**12.0%**	6.0%	10.7%	12.4%	33.3%	37.9%	*	21.4%	n/a	10.3%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	**43.8%**	21.1%	40.9%	57.4%	*	54.3%	*	*	n/a	42.8%	n/a
2017	49.1%	39.5%	**47.5%**	45.5%	44.0%	50.0%	*	63.6%	*	*	n/a	46.7%	n/a
English Language Arts													
2018	42.5%	18.5%	**28.5%**	0.0%	26.5%	46.7%	-	30.4%	*	*	n/a	29.1%	n/a
2017	41.3%	24.7%	**38.2%**	33.3%	34.5%	42.4%	-	57.1%	*	*	n/a	30.2%	n/a
Mathematics													
2018	52.8%	42.4%	**39.5%**	*	35.5%	37.5%	*	47.6%	-	*	n/a	38.8%	n/a

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

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

Total Students: 3,118
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	**41.6%**	*	33.3%	40.0%	-	72.7%	-	*	n/a	41.5%	n/a
Science													
2018	38.0%	18.0%	**30.5%**	66.7%	27.5%	30.0%	*	40.0%	*	*	n/a	26.8%	n/a
2017	38.3%	21.6%	**35.0%**	20.0%	30.4%	53.3%	*	30.8%	-	*	n/a	32.3%	n/a
Social Studies													
2018	44.6%	26.9%	**33.5%**	7.7%	32.1%	47.6%	*	42.9%	*	*	n/a	32.2%	n/a
2017	41.4%	28.2%	**37.7%**	60.0%	31.4%	38.5%	*	60.0%	*	*	n/a	30.1%	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	**51.7%**	51.2%	49.4%	44.8%	*	89.4%	*	71.4%	n/a	48.5%	n/a
2016-17	73.5%	54.8%	**56.0%**	55.3%	53.7%	61.9%	75.0%	77.8%	-	100.0%	n/a	57.8%	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	**44.1%**	31.8%	39.1%	76.7%	*	47.6%	*	80.0%	n/a	37.1%	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	**1054**	1041	1034	1157	*	1088	*	1126	n/a	1028	n/a
English Language Arts and Writing													
2017-18	521	506	**526**	528	517	581	*	527	*	554	n/a	512	n/a
Mathematics													
2017-18	515	507	**528**	513	517	576	*	560	*	572	n/a	515	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	**21.5**	*	20.7	23.6	-	21.4	-	*	n/a	21.8	n/a
English Language Arts													
2017-18	20.3	20.0	**21.4**	*	20.3	24.6	-	21.3	-	*	n/a	21.7	n/a
Mathematics													
2017-18	20.6	20.6	**21.4**	*	21.1	22.0	-	21.4	-	*	n/a	21.4	n/a
Science													
2017-18	20.9	20.8	**21.5**	*	20.8	23.1	-	21.4	-	*	n/a	21.9	n/a

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

Total Students: 3,118
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	**35.0%**	28.2%	33.7%	33.9%	16.7%	71.0%	*	55.2%	3.7%	34.2%	26.3%
2016-17	37.1%	31.6%	**31.0%**	22.0%	29.7%	36.6%	27.3%	56.6%	*	34.5%	2.0%	28.3%	17.4%
English Language Arts													
2017-18	17.3%	17.1%	**15.8%**	13.2%	14.7%	17.6%	9.1%	33.6%	*	20.7%	1.6%	15.8%	16.6%
2016-17	16.8%	12.2%	**11.7%**	8.6%	10.4%	16.2%	9.1%	29.2%	*	17.9%	0.4%	10.1%	10.6%
Mathematics													
2017-18	20.7%	14.7%	**14.7%**	12.3%	13.0%	16.7%	18.2%	40.5%	*	25.9%	0.7%	13.7%	5.9%
2016-17	19.5%	15.3%	**15.4%**	7.2%	14.4%	21.9%	20.0%	28.6%	*	23.1%	0.0%	13.2%	3.4%
Science													
2017-18	21.2%	13.6%	**13.4%**	13.2%	12.3%	11.9%	10.0%	37.5%	*	17.9%	0.7%	12.4%	3.5%
2016-17	5.7%	4.6%	**4.3%**	0.7%	3.5%	7.8%	10.0%	15.9%	*	4.2%	0.0%	3.6%	0.0%
Social Studies													
2017-18	22.8%	18.8%	**17.0%**	16.0%	15.0%	21.3%	18.2%	44.7%	*	31.0%	0.3%	15.9%	1.3%
2016-17	21.8%	18.6%	**18.7%**	14.6%	16.8%	24.3%	18.2%	46.8%	*	31.0%	0.0%	16.6%	3.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	**58.4%**	55.3%	57.6%	60.2%	*	88.9%	-	80.0%	17.0%	58.1%	23.9%
2015-16	54.7%	53.5%	**59.5%**	53.1%	58.9%	56.0%	60.0%	88.9%	-	*	32.5%	59.2%	46.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	**65.8%**	47.6%	64.2%	77.6%	-	73.3%	-	*	12.5%	61.2%	18.2%
2015-16	55.7%	41.7%	**49.6%**	18.8%	46.7%	70.4%	*	63.6%	-	*	0.0%	42.9%	9.5%

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

Total Students: 3,118
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students	3,118	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	828	26.6%	8.1%	8.1%
Grade 10	812	26.0%	7.7%	7.4%
Grade 11	790	25.3%	7.3%	6.9%
Grade 12	688	22.1%	6.9%	6.5%
Ethnic Distribution:				
African American	146	4.7%	7.2%	12.6%
Hispanic	2,543	81.6%	83.4%	52.6%
White	287	9.2%	5.6%	27.4%
American Indian	8	0.3%	0.1%	0.4%
Asian	108	3.5%	3.0%	4.5%
Pacific Islander	2	0.1%	0.1%	0.2%
Two or More Races	24	0.8%	0.6%	2.4%
Economically Disadvantaged	2,360	75.7%	86.3%	60.6%
Non-Educationally Disadvantaged	758	24.3%	13.7%	39.4%
Section 504 Students	169	5.4%	5.6%	6.5%
English Learners (EL)	390	12.5%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	88	2.4%	1.3%	1.4%
Students w/ Dyslexia	121	3.9%	4.1%	3.6%
At-Risk	2,043	65.5%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	302			
By Type of Primary Disability				
Students with Intellectual Disabilities	175	57.9%	44.2%	42.4%
Students with Physical Disabilities	7	2.3%	16.3%	21.9%
Students with Autism	63	20.9%	21.4%	13.7%
Students with Behavioral Disabilities	57	18.9%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	449	12.5%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	54	1.5%		
Hispanic	321	8.9%		
White	58	1.6%		
American Indian	2	0.1%		
Asian	7	0.2%		
Pacific Islander	1	0.0%		
Two or More Races	6	0.2%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	3.9%	4.8%	7.2%	7.0%	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	15.2	14.5	16.6
Foreign Languages	16.4	15.7	18.9
Mathematics	15.3	15.7	17.8
Science	15.8	16.2	18.9
Social Studies	14.9	15.3	19.3

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

Total Students: 3,118
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	246.3	100.0%	100.0%	100.0%
Professional Staff:	223.4	90.7%	59.1%	64.1%
Teachers	190.3	77.3%	46.1%	49.8%
Professional Support	23.0	9.4%	9.6%	10.1%
Campus Administration (School Leadership)	10.0	4.1%	2.4%	3.0%
Educational Aides:	23.0	9.3%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	8.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	89.1	36.2%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	14.5	7.6%	10.1%	10.6%
Hispanic	42.4	22.3%	35.2%	27.7%
White	125.4	65.9%	50.5%	58.4%
American Indian	1.0	0.5%	0.2%	0.3%
Asian	6.0	3.2%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	0.5%	1.1%	1.1%
Males	71.6	37.6%	24.4%	23.8%
Females	118.7	62.4%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	4.0	2.1%	0.8%	1.4%
Bachelors	125.7	66.1%	76.3%	73.6%
Masters	57.5	30.2%	21.8%	24.3%
Doctorate	3.0	1.6%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	12.4	6.5%	6.4%	7.0%
1-5 Years Experience	54.6	28.7%	35.0%	28.9%
6-10 Years Experience	34.5	18.1%	21.1%	19.0%
11-20 Years Experience	55.7	29.3%	26.5%	29.3%
Over 20 Years Experience	33.1	17.4%	10.9%	15.7%
Number of Students per Teacher	16.4	n/a	13.9	15.1

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

Total Students: 3,118
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.5	7.5	6.3
Average Years Experience of Principals with District	2.5	7.3	5.4
Average Years Experience of Assistant Principals	4.9	6.3	5.3
Average Years Experience of Assistant Principals with District	4.1	6.0	4.7
Average Years Experience of Teachers:	11.5	9.7	11.1
Average Years Experience of Teachers with District:	7.2	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,920	$51,929	$47,218
1-5 Years Experience	$53,478	$54,679	$50,408
6-10 Years Experience	$56,384	$56,719	$52,786
11-20 Years Experience	$58,581	$57,147	$56,041
Over 20 Years Experience	$64,894	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$57,447	$56,382	$54,122
Professional Support	$74,328	$70,595	$64,069
Campus Administration (School Leadership)	$95,291	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 3,118
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	469	15.0%	27.1%	19.7%
Career & Technical Education	2,162	69.3%	20.5%	26.3%
Gifted & Talented Education	254	8.1%	5.3%	8.1%
Special Education	302	9.7%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	1.1%	9.6%	6.4%
Career & Technical Education	21.6	11.3%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	110.7	58.2%	68.3%	71.4%
Special Education	35.5	18.6%	13.3%	9.1%
Other	20.6	10.8%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

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

Campus Number: **101917014**

2019 Accountability Rating: **Not Rated**

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

Total Students: 154
Grade Span: 09 - 12
School Type: High School

There is no data for this campus.

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

There is no data for this campus.

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

There is no data for this campus.

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

There is no data for this campus.

District Name: PASADENA ISD
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Total Students: 154
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	*	-	*	-	-	-	-	-	*	*	-
Included in Accountability	94%	94%	*	-	*	-	-	-	-	-	*	*	-
Not Included in Accountability													
Mobile	4%	3%	*	-	*	-	-	-	-	-	*	*	-
Other Exclusions	1%	2%	*	-	*	-	-	-	-	-	*	*	-
Not Tested	1%	1%	*	-	*	-	-	-	-	-	*	*	-
Absent	1%	1%	*	-	*	-	-	-	-	-	*	*	-
Other	0%	0%	*	-	*	-	-	-	-	-	*	*	-
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**72.8%**	77.7%	71.7%	79.8%	-	*	-	*	68.2%	72.4%	69.6%
2016-17	95.7%	94.6%	**74.1%**	74.0%	73.6%	77.6%	*	*	-	*	71.1%	73.4%	71.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2016-17	1.9%	2.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	**2.5%**	3.1%	2.7%	0.0%	-	*	-	-	2.0%	2.3%	0.0%
2016-17	37.1%	31.6%	**4.8%**	5.9%	4.6%	5.9%	-	-	-	*	0.0%	4.4%	0.0%
English Language Arts													
2017-18	17.3%	17.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2016-17	16.8%	12.2%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Mathematics													
2017-18	20.7%	14.7%	**3.7%**	4.8%	4.0%	0.0%	-	*	-	-	2.7%	3.3%	0.0%
2016-17	19.5%	15.3%	**7.8%**	9.1%	7.4%	10.0%	-	-	-	*	0.0%	7.4%	0.0%
Science													
2017-18	21.2%	13.6%	**0.6%**	0.0%	0.8%	0.0%	-	*	-	-	0.0%	0.9%	0.0%
2016-17	5.7%	4.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Social Studies													
2017-18	22.8%	18.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2016-17	21.8%	18.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	**-**	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	**-**	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	**-**	-	-	-	-	-	-	-	-	-	-

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

Total Students: 154
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students	154	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	59	38.3%	8.1%	8.1%
Grade 10	44	28.6%	7.7%	7.4%
Grade 11	37	24.0%	7.3%	6.9%
Grade 12	14	9.1%	6.9%	6.5%
Ethnic Distribution:				
African American	11	7.1%	7.2%	12.6%
Hispanic	130	84.4%	83.4%	52.6%
White	11	7.1%	5.6%	27.4%
American Indian	1	0.6%	0.1%	0.4%
Asian	1	0.6%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.4%
Economically Disadvantaged	136	88.3%	86.3%	60.6%
Non-Educationally Disadvantaged	18	11.7%	13.7%	39.4%
Section 504 Students	11	7.1%	5.6%	6.5%
English Learners (EL)	35	22.7%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	141	32.1%	1.3%	1.4%
Students w/ Dyslexia	9	5.8%	4.1%	3.6%
At-Risk	152	98.7%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	33			
By Type of Primary Disability				
Students with Intellectual Disabilities	18	54.5%	44.2%	42.4%
Students with Physical Disabilities	*	*	16.3%	21.9%
Students with Autism	0	0.0%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	436	99.8%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	59	13.5%		
Hispanic	339	77.6%		
White	32	7.3%		
American Indian	0	0.0%		
Asian	2	0.5%		
Pacific Islander	0	0.0%		
Two or More Races	4	0.9%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	35.7%	4.8%	7.2%	19.0%	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	9.4	14.5	16.6
Foreign Languages	5.7	15.7	18.9
Mathematics	5.5	15.7	17.8
Science	5.2	16.2	18.9
Social Studies	6.3	15.3	19.3

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

Total Students: 154
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	28.7	100.0%	100.0%	100.0%
Professional Staff:	19.8	69.0%	59.1%	64.1%
Teachers	13.8	48.2%	46.1%	49.8%
Professional Support	3.0	10.4%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	10.4%	2.4%	3.0%
Educational Aides:	8.9	31.0%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	17.5	60.8%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	5.5	39.9%	10.1%	10.6%
Hispanic	2.0	14.4%	35.2%	27.7%
White	5.3	38.4%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	7.2%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	10.0	72.2%	24.4%	23.8%
Females	3.8	27.8%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	7.1	51.4%	76.3%	73.6%
Masters	5.7	41.4%	21.8%	24.3%
Doctorate	1.0	7.2%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.1	0.8%	6.4%	7.0%
1-5 Years Experience	5.0	36.1%	35.0%	28.9%
6-10 Years Experience	4.5	32.7%	21.1%	19.0%
11-20 Years Experience	3.2	23.1%	26.5%	29.3%
Over 20 Years Experience	1.0	7.2%	10.9%	15.7%
Number of Students per Teacher	11.1	n/a	13.9	15.1

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

Total Students: 154
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	7.5	6.3
Average Years Experience of Principals with District	11.0	7.3	5.4
Average Years Experience of Assistant Principals	7.0	6.3	5.3
Average Years Experience of Assistant Principals with District	7.0	6.0	4.7
Average Years Experience of Teachers:	8.8	9.7	11.1
Average Years Experience of Teachers with District:	5.7	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,140	$51,929	$47,218
1-5 Years Experience	$55,412	$54,679	$50,408
6-10 Years Experience	$57,554	$56,719	$52,786
11-20 Years Experience	$59,427	$57,147	$56,041
Over 20 Years Experience	$66,178	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$57,809	$56,382	$54,122
Professional Support	$69,132	$70,595	$64,069
Campus Administration (School Leadership)	$92,545	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 154
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	34	22.1%	27.1%	19.7%
Career & Technical Education	84	54.5%	20.5%	26.3%
Gifted & Talented Education	0	0.0%	5.3%	8.1%
Special Education	33	21.4%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	1.0	7.5%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	9.2	66.8%	68.3%	71.4%
Special Education	3.6	25.8%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **DR KIRK LEWIS CAREER AND TECHNICAL**

Campus Number: **101917016**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL
Campus Number: 101917016

Total Students: 1,400
Grade Span: PK - 12
School Type: Elementary/Secondary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	60%	**76%**	67%	77%	73%	*	100%	-	*	53%	67%	76%	86%	75%	68%
At Meets Grade Level or Above	2019	50%	42%	**60%**	33%	60%	57%	*	100%	-	*	25%	67%	58%	83%	60%	49%
At Masters Grade Level	2019	11%	6%	**8%**	11%	8%	3%	*	57%	-	*	0%	0%	8%	14%	8%	4%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	61%	**77%**	75%	75%	89%	-	78%	-	100%	39%	80%	76%	88%	75%	63%
At Meets Grade Level or Above	2019	49%	41%	**55%**	75%	51%	74%	-	56%	-	100%	14%	60%	54%	61%	52%	35%
At Masters Grade Level	2019	8%	5%	**7%**	0%	6%	8%	-	33%	-	40%	0%	0%	7%	9%	7%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**97%**	100%	98%	87%	*	*	-	*	85%	*	98%	90%	97%	99%
At Meets Grade Level or Above	2019	61%	73%	**80%**	67%	81%	74%	*	*	-	*	56%	*	80%	76%	82%	72%
At Masters Grade Level	2019	37%	46%	**51%**	44%	52%	48%	*	*	-	*	37%	*	51%	55%	51%	46%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	**99%**	100%	98%	100%	*	100%	-	*	100%	*	98%	100%	99%	97%
At Meets Grade Level or Above	2019	62%	60%	**82%**	75%	83%	75%	*	100%	-	*	58%	*	82%	84%	83%	76%
At Masters Grade Level	2019	25%	21%	**34%**	0%	34%	38%	*	86%	-	*	13%	*	33%	50%	33%	31%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	**99%**	100%	99%	100%	-	*	-	*	100%	*	99%	100%	99%	96%
At Meets Grade Level or Above	2019	73%	73%	**83%**	83%	82%	90%	-	*	-	*	63%	*	82%	87%	81%	59%
At Masters Grade Level	2019	45%	42%	**52%**	33%	52%	65%	-	*	-	*	21%	*	52%	53%	51%	31%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**88%**	88%	88%	89%	*	93%	-	100%	70%	81%	88%	92%	88%	82%
At Meets Grade Level or Above	2019	50%	45%	**71%**	68%	70%	73%	*	86%	-	89%	39%	62%	70%	77%	70%	58%
At Masters Grade Level	2019	24%	18%	**28%**	18%	28%	27%	*	61%	-	44%	12%	14%	28%	33%	28%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**77%**	71%	76%	82%	*	88%	-	100%	46%	73%	76%	87%	75%	66%
At Meets Grade Level or Above	2019	48%	42%	**57%**	57%	56%	66%	*	75%	-	100%	20%	64%	56%	72%	56%	43%
At Masters Grade Level	2019	21%	15%	**8%**	5%	7%	6%	*	44%	-	50%	0%	0%	7%	12%	8%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**97%**	100%	98%	87%	*	*	-	*	85%	*	98%	90%	97%	99%
At Meets Grade Level or Above	2019	52%	47%	**80%**	67%	81%	74%	*	*	-	*	56%	*	80%	76%	82%	72%
At Masters Grade Level	2019	26%	21%	**51%**	44%	52%	48%	*	*	-	*	37%	*	51%	55%	51%	46%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**99%**	100%	98%	100%	*	100%	-	*	100%	*	98%	100%	99%	97%
At Meets Grade Level or Above	2019	54%	50%	**82%**	75%	83%	75%	*	100%	-	*	58%	*	82%	84%	83%	76%
At Masters Grade Level	2019	25%	19%	**34%**	0%	34%	38%	*	86%	-	*	13%	*	33%	50%	33%	31%

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

District Name: PASADENA ISD
Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL
Campus Number: 101917016

Total Students: 1,400
Grade Span: PK - 12
School Type: Elementary/Secondary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**99%**	100%	99%	100%	-	*	-	*	100%	*	99%	100%	99%	96%
At Meets Grade Level or Above	2019	55%	54%	**83%**	83%	82%	90%	-	*	-	*	63%	*	82%	87%	81%	59%
At Masters Grade Level	2019	33%	30%	**52%**	33%	52%	65%	-	*	-	*	21%	*	52%	53%	51%	31%

District Name: PASADENA ISD
Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL
Campus Number: 101917016

Total Students: 1,400
Grade Span: PK - 12
School Type: Elementary/Secondary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	68	**67**	88	65	72	-	69	-	100	84	*	67	68	65	59
	2018	67	65	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2019	75	88	**87**	86	88	78	*	*	-	-	70	*	89	76	89	85
	2018	72	68	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	69	**76**	87	76	75	*	72	-	100	76	57	76	72	76	73
	2018	69	68	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	68	**67**	88	65	72	-	69	-	100	84	*	67	68	65	59
	2018	69	68	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	70	**87**	86	88	78	*	*	-	-	70	*	89	76	89	85
	2018	70	69	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-

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

There is no data for this campus.

District Name: PASADENA ISD
Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL
Campus Number: 101917016

Total Students: 1,400
Grade Span: PK - 12
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**88%**	-	-	-	-	-	58%	-	58%	71%	58%	59%
	2018	77%	74%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	50%	45%	**71%**	-	-	-	-	-	27%	-	27%	25%	27%	26%
	2018	48%	42%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	24%	18%	**28%**	-	-	-	-	-	6%	-	6%	4%	6%	6%
	2018	22%	16%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**77%**	-	-	-	-	-	32%	-	32%	42%	32%	33%
	2018	74%	69%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	48%	42%	**57%**	-	-	-	-	-	13%	-	13%	8%	13%	13%
	2018	46%	39%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	21%	15%	**8%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	19%	14%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**97%**	-	-	-	-	-	97%	-	97%	100%	97%	97%
	2018	81%	80%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	47%	**80%**	-	-	-	-	-	58%	-	58%	33%	58%	54%
	2018	50%	43%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	21%	**51%**	-	-	-	-	-	23%	-	23%	17%	23%	22%
	2018	24%	17%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**99%**	-	-	-	-	-	88%	-	88%	100%	88%	90%
	2018	80%	78%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	50%	**82%**	-	-	-	-	-	35%	-	35%	50%	35%	38%
	2018	51%	47%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	19%	**34%**	-	-	-	-	-	9%	-	9%	0%	9%	8%
	2018	23%	18%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**99%**	-	-	-	-	-	96%	-	96%	-	96%	96%
	2018	78%	79%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	55%	54%	**83%**	-	-	-	-	-	39%	-	39%	-	39%	39%
	2018	53%	52%	**-**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	33%	30%	**52%**	-	-	-	-	-	9%	-	9%	-	9%	9%
	2018	31%	27%	**-**	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**76%**	-	-	-	-	-	65%	-	65%	63%	65%	65%
	2018	69%	68%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68%	68%	**67%**	-	-	-	-	-	51%	-	51%	*	51%	54%
	2018	69%	68%	**-**	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	70%	**87%**	-	-	-	-	-	83%	-	83%	50%	83%	77%
	2018	70%	69%	**-**	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL
Campus Number: 101917016

Total Students: 1,400
Grade Span: PK - 12
School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	98%	100%	100%
Included in Accountability	94%	94%	**99%**	100%	99%	99%	*	97%	-	100%	96%	99%	94%
Not Included in Accountability													
Mobile	4%	3%	**0%**	0%	0%	1%	*	0%	-	0%	2%	0%	1%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	3%	-	0%	1%	0%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	2%	0%	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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**-**	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	**-**	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	**-**	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	2%	**-**	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	1%	**-**	-	-	-	-	-	-	-	-	-	-
Absent	1%	1%	**-**	-	-	-	-	-	-	-	-	-	-
Other	0%	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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	95.7%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	?	?	?	?	-	-	-	-	n/a	?	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	**16.7%**	*	*	*	-	-	-	-	n/a	20.0%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	**18.7**	*	*	*	-	-	-	-	n/a	19.6	n/a
English Language Arts													
2017-18	20.3	20.0	**18.6**	*	*	*	-	-	-	-	n/a	19.5	n/a
Mathematics													
2017-18	20.6	20.6	**18.7**	*	*	*	-	-	-	-	n/a	19.6	n/a
Science													
2017-18	20.9	20.8	**18.3**	*	*	*	-	-	-	-	n/a	19.2	n/a

District Name: PASADENA ISD
Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL
Campus Number: 101917016

Total Students: 1,400
Grade Span: PK - 12
School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL
Campus Number: 101917016

Total Students: 1,400
Grade Span: PK - 12
School Type: Elementary/Secondary

Student Information	Campus Count	Campus Percent	District	State
Total Students	1,400	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	33	2.4%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	358	25.6%	8.1%	8.1%
Grade 10	351	25.1%	7.7%	7.4%
Grade 11	344	24.6%	7.3%	6.9%
Grade 12	314	22.4%	6.9%	6.5%
Ethnic Distribution:				
African American	39	2.8%	7.2%	12.6%
Hispanic	1,198	85.6%	83.4%	52.6%
White	119	8.5%	5.6%	27.4%
American Indian	2	0.1%	0.1%	0.4%
Asian	34	2.4%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	8	0.6%	0.6%	2.4%
Economically Disadvantaged	1,129	80.6%	86.3%	60.6%
Non-Educationally Disadvantaged	271	19.4%	13.7%	39.4%
Section 504 Students	94	6.7%	5.6%	6.5%
English Learners (EL)	112	8.0%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	74	5.3%	4.1%	3.6%
At-Risk	530	37.9%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	83			
By Type of Primary Disability				
Students with Intellectual Disabilities	54	65.1%	44.2%	42.4%
Students with Physical Disabilities	*	*	16.3%	21.9%
Students with Autism	13	15.7%	21.4%	13.7%
Students with Behavioral Disabilities	13	15.7%	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	0	0.0%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL
Campus Number: 101917016

Total Students: 1,400
Grade Span: PK - 12
School Type: Elementary/Secondary

Student Information	Campus Count	Campus Percent	District	State
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%		

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	16.1	14.5	16.6
Foreign Languages	19.6	15.7	18.9
Mathematics	20.6	15.7	17.8
Science	20.8	16.2	18.9
Social Studies	20.1	15.3	19.3

District Name: PASADENA ISD
Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL
Campus Number: 101917016

Total Students: 1,400
Grade Span: PK - 12
School Type: Elementary/Secondary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	122.4	100.0%	100.0%	100.0%
Professional Staff:	116.0	94.8%	59.1%	64.1%
Teachers	94.0	76.8%	46.1%	49.8%
Professional Support	17.0	13.9%	9.6%	10.1%
Campus Administration (School Leadership)	5.0	4.1%	2.4%	3.0%
Educational Aides:	6.4	5.2%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	4.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	38.5	31.5%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.3	3.5%	10.1%	10.6%
Hispanic	27.7	29.5%	35.2%	27.7%
White	60.8	64.7%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	2.1%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.1	0.1%	1.1%	1.1%
Males	40.4	42.9%	24.4%	23.8%
Females	53.6	57.1%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	13.3	14.1%	0.8%	1.4%
Bachelors	59.1	62.9%	76.3%	73.6%
Masters	21.5	22.9%	21.8%	24.3%
Doctorate	0.1	0.1%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.4	6.8%	6.4%	7.0%
1-5 Years Experience	34.1	36.3%	35.0%	28.9%
6-10 Years Experience	28.4	30.2%	21.1%	19.0%
11-20 Years Experience	17.0	18.1%	26.5%	29.3%
Over 20 Years Experience	8.1	8.7%	10.9%	15.7%
Number of Students per Teacher	14.9	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL
Campus Number: 101917016

Total Students: 1,400
Grade Span: PK - 12
School Type: Elementary/Secondary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	7.5	6.3
Average Years Experience of Principals with District	7.0	7.3	5.4
Average Years Experience of Assistant Principals	4.0	6.3	5.3
Average Years Experience of Assistant Principals with District	4.0	6.0	4.7
Average Years Experience of Teachers:	9.3	9.7	11.1
Average Years Experience of Teachers with District:	6.1	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$49,481	$51,929	$47,218
1-5 Years Experience	$53,507	$54,679	$50,408
6-10 Years Experience	$56,471	$56,719	$52,786
11-20 Years Experience	$58,347	$57,147	$56,041
Over 20 Years Experience	$68,229	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,281	$56,382	$54,122
Professional Support	$74,108	$70,595	$64,069
Campus Administration (School Leadership)	$98,497	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL
Campus Number: 101917016

Total Students: 1,400
Grade Span: PK - 12
School Type: Elementary/Secondary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	102	7.3%	27.1%	19.7%
Career & Technical Education	1,366	97.6%	20.5%	26.3%
Gifted & Talented Education	103	7.4%	5.3%	8.1%
Special Education	83	5.9%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	32.0	34.1%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	44.7	47.6%	68.3%	71.4%
Special Education	10.5	11.1%	13.3%	9.1%
Other	6.8	7.2%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BEVERLY HILLS INT**

Campus Number: **101917041**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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

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

Total Students: 954
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**70%**	51%	71%	86%	-	90%	-	83%	40%	71%	74%	59%	67%	74%
	2018	74%	71%	**76%**	69%	77%	77%	-	88%	-	*	43%	*	80%	67%	77%	76%
At Meets Grade Level or Above	2019	49%	43%	**44%**	21%	42%	55%	-	77%	-	67%	36%	29%	48%	29%	40%	47%
	2018	48%	43%	**47%**	39%	46%	59%	-	75%	-	*	33%	*	50%	41%	45%	48%
At Masters Grade Level	2019	29%	23%	**28%**	13%	24%	41%	-	69%	-	33%	13%	29%	31%	16%	25%	30%
	2018	29%	24%	**26%**	19%	25%	41%	-	44%	-	*	7%	*	27%	22%	24%	26%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**70%**	57%	72%	53%	-	96%	-	83%	47%	83%	72%	65%	70%	78%
	2018	72%	71%	**70%**	63%	71%	71%	-	73%	-	*	49%	*	72%	64%	68%	70%
At Meets Grade Level or Above	2019	43%	38%	**29%**	15%	28%	33%	-	69%	-	33%	33%	33%	30%	24%	27%	28%
	2018	40%	33%	**31%**	22%	33%	35%	-	40%	-	*	20%	*	33%	28%	28%	34%
At Masters Grade Level	2019	17%	9%	**8%**	3%	6%	0%	-	50%	-	0%	11%	17%	8%	8%	9%	9%
	2018	18%	11%	**6%**	4%	7%	0%	-	13%	-	*	5%	*	7%	5%	7%	8%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	67%	**68%**	57%	67%	82%	-	88%	-	67%	36%	71%	72%	57%	66%	73%
	2018	69%	63%	**67%**	60%	67%	83%	-	85%	-	*	29%	*	73%	54%	66%	65%
At Meets Grade Level or Above	2019	42%	34%	**37%**	17%	36%	45%	-	71%	-	50%	27%	43%	39%	31%	34%	44%
	2018	43%	33%	**40%**	34%	37%	52%	-	71%	-	*	22%	*	40%	38%	37%	40%
At Masters Grade Level	2019	18%	12%	**14%**	5%	10%	18%	-	46%	-	17%	11%	0%	14%	13%	12%	15%
	2018	15%	8%	**8%**	6%	7%	13%	-	26%	-	*	6%	*	10%	5%	7%	9%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**86%**	86%	84%	91%	-	100%	-	*	49%	*	89%	75%	85%	82%
	2018	86%	84%	**91%**	87%	91%	94%	*	98%	-	*	70%	*	93%	85%	89%	91%
At Meets Grade Level or Above	2019	55%	47%	**49%**	38%	48%	73%	-	73%	-	*	28%	*	52%	42%	48%	44%
	2018	49%	44%	**48%**	45%	44%	39%	*	86%	-	*	40%	*	51%	38%	45%	36%
At Masters Grade Level	2019	28%	21%	**21%**	14%	19%	41%	-	35%	-	*	4%	*	21%	19%	18%	14%
	2018	27%	21%	**22%**	17%	20%	6%	*	49%	-	*	7%	*	23%	16%	20%	14%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	**92%**	87%	92%	95%	-	98%	-	*	68%	60%	93%	89%	91%	92%
	2018	86%	91%	**93%**	89%	93%	100%	*	100%	-	*	70%	*	95%	88%	92%	96%
At Meets Grade Level or Above	2019	57%	58%	**63%**	49%	64%	59%	-	90%	-	*	41%	40%	66%	55%	62%	69%
	2018	51%	56%	**60%**	49%	60%	58%	*	88%	-	*	45%	*	63%	52%	61%	65%
At Masters Grade Level	2019	17%	16%	**20%**	14%	16%	14%	-	60%	-	*	13%	20%	20%	18%	19%	22%
	2018	15%	16%	**16%**	8%	15%	33%	*	41%	-	*	17%	*	19%	9%	16%	19%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	**83%**	74%	82%	95%	-	100%	-	*	63%	*	85%	77%	81%	80%
	2018	76%	74%	**80%**	76%	78%	81%	*	98%	-	*	61%	*	81%	75%	80%	85%
At Meets Grade Level or Above	2019	51%	44%	**50%**	41%	48%	59%	-	86%	-	*	34%	*	52%	45%	48%	48%
	2018	52%	47%	**48%**	32%	47%	43%	*	91%	-	*	45%	*	51%	39%	47%	46%
At Masters Grade Level	2019	25%	17%	**21%**	13%	20%	36%	-	46%	-	*	9%	*	24%	14%	19%	20%

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

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

Total Students: 954
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	28%	23%	**23%**	15%	20%	19%	*	72%	-	*	12%	*	25%	15%	22%	20%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	68%	**73%**	60%	73%	86%	-	100%	-	*	42%	*	76%	63%	72%	76%
	2018	65%	66%	**68%**	60%	67%	52%	*	93%	-	*	49%	*	69%	63%	66%	71%
At Meets Grade Level or Above	2019	37%	34%	**42%**	32%	40%	55%	-	70%	-	*	26%	*	44%	36%	39%	39%
	2018	36%	34%	**31%**	32%	26%	29%	*	70%	-	*	29%	*	34%	21%	30%	24%
At Masters Grade Level	2019	21%	17%	**21%**	12%	19%	36%	-	49%	-	*	11%	*	22%	17%	19%	19%
	2018	21%	18%	**17%**	11%	13%	10%	*	60%	-	*	8%	*	19%	11%	15%	13%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**100%**	100%	100%	100%	-	100%	-	-	*	-	100%	100%	100%	100%
	2018	83%	81%	**100%**	100%	100%	*	-	100%	-	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	73%	**99%**	100%	98%	100%	-	100%	-	-	*	-	99%	100%	99%	100%
	2018	55%	49%	**96%**	85%	97%	*	-	100%	-	-	-	-	97%	88%	99%	100%
At Masters Grade Level	2019	37%	46%	**92%**	80%	92%	86%	-	96%	-	-	*	-	93%	75%	91%	96%
	2018	32%	27%	**88%**	69%	88%	*	-	97%	-	-	-	-	87%	88%	90%	91%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**78%**	69%	78%	86%	-	96%	-	73%	50%	65%	81%	70%	77%	80%
	2018	77%	74%	**79%**	73%	79%	81%	*	93%	-	83%	53%	62%	82%	71%	78%	80%
At Meets Grade Level or Above	2019	50%	45%	**47%**	32%	46%	57%	-	79%	-	54%	32%	32%	50%	39%	45%	47%
	2018	48%	42%	**46%**	37%	44%	46%	*	80%	-	50%	33%	29%	48%	38%	44%	44%
At Masters Grade Level	2019	24%	18%	**21%**	11%	19%	31%	-	55%	-	15%	10%	14%	23%	16%	19%	21%
	2018	22%	16%	**20%**	13%	18%	19%	*	53%	-	11%	9%	5%	22%	13%	18%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**78%**	70%	78%	89%	-	94%	-	75%	45%	64%	82%	68%	77%	78%
	2018	74%	69%	**84%**	79%	85%	85%	*	93%	-	80%	56%	50%	87%	76%	84%	84%
At Meets Grade Level or Above	2019	48%	42%	**47%**	30%	46%	64%	-	75%	-	63%	31%	27%	50%	36%	44%	46%
	2018	46%	39%	**48%**	42%	45%	50%	*	81%	-	80%	36%	17%	50%	39%	45%	42%
At Masters Grade Level	2019	21%	15%	**24%**	13%	21%	41%	-	55%	-	25%	8%	18%	26%	18%	21%	23%
	2018	19%	14%	**24%**	18%	23%	25%	*	47%	-	20%	7%	0%	25%	19%	22%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**84%**	75%	85%	82%	-	98%	-	88%	59%	73%	86%	80%	84%	87%
	2018	81%	80%	**85%**	78%	85%	89%	*	95%	-	100%	59%	67%	87%	77%	84%	86%
At Meets Grade Level or Above	2019	52%	47%	**53%**	36%	53%	57%	-	87%	-	50%	38%	36%	56%	44%	52%	54%
	2018	50%	43%	**53%**	39%	53%	50%	*	83%	-	40%	31%	50%	56%	43%	52%	57%
At Masters Grade Level	2019	26%	21%	**22%**	11%	19%	20%	-	66%	-	13%	13%	18%	24%	16%	21%	22%
	2018	24%	17%	**21%**	11%	19%	23%	*	58%	-	0%	11%	17%	23%	12%	20%	23%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**68%**	57%	67%	82%	-	88%	-	67%	36%	71%	72%	57%	66%	73%
	2018	66%	62%	**67%**	60%	67%	83%	-	85%	-	*	29%	*	73%	54%	66%	65%
At Meets Grade Level or Above	2019	38%	32%	**37%**	17%	36%	45%	-	71%	-	50%	27%	43%	39%	31%	34%	44%
	2018	41%	35%	**40%**	34%	37%	52%	-	71%	-	*	22%	*	40%	38%	37%	40%
At Masters Grade Level	2019	14%	10%	**14%**	5%	10%	18%	-	46%	-	17%	11%	0%	14%	13%	12%	15%
	2018	13%	8%	**8%**	6%	7%	13%	-	26%	-	*	6%	*	10%	5%	7%	9%

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

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

Total Students: 954
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**83%**	74%	82%	95%	-	100%	-	*	63%	*	85%	77%	81%	80%
	2018	80%	78%	**80%**	76%	78%	81%	*	98%	-	*	61%	*	81%	75%	80%	85%
At Meets Grade Level or Above	2019	54%	50%	**50%**	41%	48%	59%	-	86%	-	*	34%	*	52%	45%	48%	48%
	2018	51%	47%	**48%**	32%	47%	43%	*	91%	-	*	45%	*	51%	39%	47%	46%
At Masters Grade Level	2019	25%	19%	**21%**	13%	20%	36%	-	46%	-	*	9%	*	24%	14%	19%	20%
	2018	23%	18%	**23%**	15%	20%	19%	*	72%	-	*	12%	*	25%	15%	22%	20%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**73%**	60%	73%	86%	-	100%	-	*	42%	*	76%	63%	72%	76%
	2018	78%	79%	**68%**	60%	67%	52%	*	93%	-	*	49%	*	69%	63%	66%	71%
At Meets Grade Level or Above	2019	55%	54%	**42%**	32%	40%	55%	-	70%	-	*	26%	*	44%	36%	39%	39%
	2018	53%	52%	**31%**	32%	26%	29%	*	70%	-	*	29%	*	34%	21%	30%	24%
At Masters Grade Level	2019	33%	30%	**21%**	12%	19%	36%	-	49%	-	*	11%	*	22%	17%	19%	19%
	2018	31%	27%	**17%**	11%	13%	10%	*	60%	-	*	8%	*	19%	11%	15%	13%

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Total Students: 954
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	77	**79**	66	79	86	-	89	-	83	79	100	81	69	77	86
	2018	76	77	**77**	67	79	82	-	83	-	*	77	*	79	73	77	79
Grade 7 Mathematics	2019	63	57	**66**	61	66	50	-	86	-	83	47	83	67	64	67	68
	2018	67	65	**69**	62	71	69	-	63	-	*	64	*	68	70	69	75
Grade 8 ELA/Reading	2019	77	75	**71**	71	70	77	-	80	-	*	67	*	70	73	71	70
	2018	79	78	**81**	80	81	72	*	80	-	*	75	*	78	88	81	78
Grade 8 Mathematics	2019	84	88	**88**	88	86	84	-	97	-	*	86	50	88	86	87	86
	2018	81	86	**87**	83	89	73	*	82	-	*	80	*	88	84	86	88
End of Course Algebra I	2019	75	88	**98**	100	97	100	-	100	-	-	*	-	98	100	98	100
	2018	72	68	**95**	81	98	*	-	97	-	-	-	-	96	91	96	97
All Grades Both Subjects	2019	69	69	**77**	73	76	77	-	90	-	88	71	75	78	74	76	79
	2018	69	68	**80**	74	81	75	*	83	-	80	74	71	80	79	80	81
All Grades ELA/Reading	2019	68	68	**75**	69	74	82	-	86	-	88	72	82	76	71	74	79
	2018	69	68	**79**	74	80	78	*	81	-	80	76	67	78	81	79	79
All Grades Mathematics	2019	70	70	**79**	76	78	73	-	94	-	88	69	68	80	76	79	79
	2018	70	69	**81**	73	83	72	*	84	-	80	72	75	81	78	80	84

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**41%**	45%	38%	43%	-	50%	-	*	17%	40%	28%
	2018	38%	36%	**51%**	47%	51%	50%	-	71%	-	*	22%	50%	51%
Mathematics	2019	45%	48%	**56%**	54%	56%	50%	-	60%	-	*	29%	55%	48%
	2018	47%	48%	**48%**	45%	48%	63%	-	*	-	-	21%	48%	41%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**76%**	67%	76%	90%	-	89%	-	*	27%	74%	49%
Students Requiring Accelerated Instruction	2019	22%	26%	**24%**	33%	24%	10%	-	11%	-	*	73%	26%	51%
STAAR Cumulative Met Standard	2019	85%	83%	**85%**	86%	83%	90%	-	97%	-	*	38%	85%	62%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	**88%**	81%	88%	95%	-	98%	-	*	49%	87%	77%
Students Requiring Accelerated Instruction	2019	18%	16%	**12%**	19%	12%	5%	-	3%	-	*	51%	13%	23%
STAAR Cumulative Met Standard	2019	88%	89%	**92%**	87%	92%	95%	-	98%	-	*	61%	91%	82%

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**78%**	-	-	-	-	-	66%	-	66%	53%	66%	63%
	2018	77%	74%	**79%**	-	-	-	-	-	54%	-	54%	66%	54%	57%
At Meets Grade Level or Above	2019	50%	45%	**47%**	-	-	-	-	-	27%	-	27%	27%	27%	27%
	2018	48%	42%	**46%**	-	-	-	-	-	16%	-	16%	20%	16%	17%
At Masters Grade Level	2019	24%	18%	**21%**	-	-	-	-	-	6%	-	6%	9%	6%	7%
	2018	22%	16%	**20%**	-	-	-	-	-	3%	-	3%	2%	3%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**78%**	-	-	-	-	-	56%	-	56%	52%	56%	55%
	2018	74%	69%	**84%**	-	-	-	-	-	56%	-	56%	74%	56%	61%
At Meets Grade Level or Above	2019	48%	42%	**47%**	-	-	-	-	-	20%	-	20%	19%	20%	19%
	2018	46%	39%	**48%**	-	-	-	-	-	8%	-	8%	11%	8%	9%
At Masters Grade Level	2019	21%	15%	**24%**	-	-	-	-	-	5%	-	5%	7%	5%	6%
	2018	19%	14%	**24%**	-	-	-	-	-	2%	-	2%	4%	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**84%**	-	-	-	-	-	81%	-	81%	63%	81%	77%
	2018	81%	80%	**85%**	-	-	-	-	-	64%	-	64%	79%	64%	69%
At Meets Grade Level or Above	2019	52%	47%	**53%**	-	-	-	-	-	34%	-	34%	30%	34%	33%
	2018	50%	43%	**53%**	-	-	-	-	-	29%	-	29%	24%	29%	28%
At Masters Grade Level	2019	26%	21%	**22%**	-	-	-	-	-	8%	-	8%	4%	8%	7%
	2018	24%	17%	**21%**	-	-	-	-	-	5%	-	5%	3%	5%	5%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**68%**	-	-	-	-	-	50%	-	50%	46%	50%	49%
	2018	66%	62%	**67%**	-	-	-	-	-	34%	-	34%	37%	34%	35%
At Meets Grade Level or Above	2019	38%	32%	**37%**	-	-	-	-	-	24%	-	24%	31%	24%	25%
	2018	41%	35%	**40%**	-	-	-	-	-	8%	-	8%	21%	8%	12%
At Masters Grade Level	2019	14%	10%	**14%**	-	-	-	-	-	2%	-	2%	15%	2%	5%
	2018	13%	8%	**8%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**83%**	-	-	-	-	-	73%	-	73%	50%	73%	67%
	2018	80%	78%	**80%**	-	-	-	-	-	71%	-	71%	73%	71%	71%
At Meets Grade Level or Above	2019	54%	50%	**50%**	-	-	-	-	-	32%	-	32%	36%	32%	33%
	2018	51%	47%	**48%**	-	-	-	-	-	18%	-	18%	45%	18%	24%
At Masters Grade Level	2019	25%	19%	**21%**	-	-	-	-	-	7%	-	7%	14%	7%	9%
	2018	23%	18%	**23%**	-	-	-	-	-	3%	-	3%	0%	3%	2%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**73%**	-	-	-	-	-	63%	-	63%	43%	63%	58%
	2018	78%	79%	**68%**	-	-	-	-	-	32%	-	32%	55%	32%	38%
At Meets Grade Level or Above	2019	55%	54%	**42%**	-	-	-	-	-	24%	-	24%	29%	24%	25%
	2018	53%	52%	**31%**	-	-	-	-	-	6%	-	6%	0%	6%	4%
At Masters Grade Level	2019	33%	30%	**21%**	-	-	-	-	-	7%	-	7%	14%	7%	9%
	2018	31%	27%	**17%**	-	-	-	-	-	6%	-	6%	0%	6%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**77%**	-	-	-	-	-	74%	-	74%	74%	74%	74%
	2018	69%	68%	**80%**	-	-	-	-	-	78%	-	78%	73%	78%	76%
All Grades ELA/Reading	2019	68%	68%	**75%**	-	-	-	-	-	76%	-	76%	78%	76%	76%
	2018	69%	68%	**79%**	-	-	-	-	-	79%	-	79%	70%	79%	77%
All Grades Mathematics	2019	70%	70%	**79%**	-	-	-	-	-	72%	-	72%	70%	72%	71%
	2018	70%	69%	**81%**	-	-	-	-	-	76%	-	76%	75%	76%	76%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**41%**	-	-	-	-	-	31%	-	31%	14%	31%	28%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	36%	**51%**	-	-	-	-	-	45%	-	45%	65%	45%	51%
	2019	45%	48%	**56%**	-	-	-	-	-	52%	-	52%	36%	52%	48%
	2018	47%	48%	**48%**	-	-	-	-	-	34%	-	34%	64%	34%	41%

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

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

Total Students: 954
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	99%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	92%	95%	100%	-	91%	-	100%	97%	96%	84%
Not Included in Accountability													
Mobile	4%	3%	**5%**	6%	4%	0%	-	6%	-	0%	1%	3%	11%
Other Exclusions	1%	2%	**1%**	1%	1%	0%	-	3%	-	0%	2%	1%	5%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	99%	100%	*	100%	-	100%	99%	99%	99%
Included in Accountability	94%	94%	**95%**	93%	95%	98%	*	93%	-	100%	95%	95%	82%
Not Included in Accountability													
Mobile	4%	4%	**4%**	6%	3%	2%	*	2%	-	0%	2%	3%	8%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	5%	-	0%	2%	1%	8%
Not Tested	1%	1%	**1%**	0%	1%	0%	*	0%	-	0%	1%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	*	0%	-	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: PASADENA ISD
Campus Name: BEVERLY HILLS INT
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Total Students: 954
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.6%**	94.4%	95.7%	94.9%	*	98.3%	-	94.5%	93.1%	95.4%	96.2%
2016-17	95.7%	94.6%	**96.1%**	94.8%	96.2%	95.3%	*	98.3%	*	94.4%	94.6%	96.0%	97.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**0.1%**	0.5%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.1%	0.0%
2016-17	0.3%	0.2%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	*	0.0%	0.0%	0.1%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 954
Grade Span: 07 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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

Total Students: 954
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 954
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 954
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 954
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 954
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	954	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	459	48.1%	7.2%	7.5%
Grade 8	495	51.9%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	184	19.3%	7.2%	12.6%
Hispanic	613	64.3%	83.4%	52.6%
White	53	5.6%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	95	10.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	9	0.9%	0.6%	2.4%
Economically Disadvantaged	756	79.2%	86.3%	60.6%
Non-Educationally Disadvantaged	198	20.8%	13.7%	39.4%
Section 504 Students	79	8.3%	5.6%	6.5%
English Learners (EL)	129	13.5%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	21	1.9%	1.3%	1.4%
Students w/ Dyslexia	54	5.7%	4.1%	3.6%
At-Risk	541	56.7%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	110			
By Type of Primary Disability				
Students with Intellectual Disabilities	56	50.9%	44.2%	42.4%
Students with Physical Disabilities	10	9.1%	16.3%	21.9%
Students with Autism	20	18.2%	21.4%	13.7%
Students with Behavioral Disabilities	24	21.8%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	115	10.4%	15.6%	15.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Student Information

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

Total Students: 954
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	32	2.9%		
Hispanic	71	6.4%		
White	7	0.6%		
American Indian	0	0.0%		
Asian	5	0.5%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.4%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.3%	0.4%	0.0%	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	12.7	14.5	16.6
Foreign Languages	21.1	15.7	18.9
Mathematics	16.2	15.7	17.8
Science	14.8	16.2	18.9
Social Studies	14.6	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

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

Total Students: 954
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	97.1	100.0%	100.0%	100.0%
Professional Staff:	86.2	88.8%	59.1%	64.1%
Teachers	77.5	79.9%	46.1%	49.8%
Professional Support	5.6	5.7%	9.6%	10.1%
Campus Administration (School Leadership)	3.1	3.2%	2.4%	3.0%
Educational Aides:	10.9	11.2%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,414.0
Part-time	1.0	n/a	9.0	572.0
Counselors				
Full-time	0.0	n/a	114.0	12,433.0
Part-time	2.0	n/a	12.0	1,097.0
Total Minority Staff:	35.6	36.7%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	14.0	18.1%	10.1%	10.6%
Hispanic	10.0	12.9%	35.2%	27.7%
White	49.5	63.8%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	2.6%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	2.6%	1.1%	1.1%
Males	25.0	32.3%	24.4%	23.8%
Females	52.5	67.7%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.6	0.7%	0.8%	1.4%
Bachelors	60.3	77.8%	76.3%	73.6%
Masters	14.6	18.8%	21.8%	24.3%
Doctorate	2.0	2.6%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.0	6.4%	6.4%	7.0%
1-5 Years Experience	23.6	30.5%	35.0%	28.9%
6-10 Years Experience	12.4	15.9%	21.1%	19.0%
11-20 Years Experience	25.5	33.0%	26.5%	29.3%
Over 20 Years Experience	11.0	14.2%	10.9%	15.7%
Number of Students per Teacher	12.3	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: BEVERLY HILLS INT
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Total Students: 954
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School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.5	6.3
Average Years Experience of Principals with District	6.0	7.3	5.4
Average Years Experience of Assistant Principals	2.7	6.3	5.3
Average Years Experience of Assistant Principals with District	2.7	6.0	4.7
Average Years Experience of Teachers:	10.6	9.7	11.1
Average Years Experience of Teachers with District:	8.5	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,340	$51,929	$47,218
1-5 Years Experience	$54,079	$54,679	$50,408
6-10 Years Experience	$58,926	$56,719	$52,786
11-20 Years Experience	$57,800	$57,147	$56,041
Over 20 Years Experience	$61,688	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$57,109	$56,382	$54,122
Professional Support	$60,611	$70,595	$64,069
Campus Administration (School Leadership)	$89,479	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 954
Grade Span: 07 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	103	10.8%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	41	4.3%	5.3%	8.1%
Special Education	110	11.5%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	4.8	6.2%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	9.1	11.7%	1.9%	2.0%
Regular Education	45.9	59.2%	68.3%	71.4%
Special Education	17.7	22.8%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **JACKSON INT**

Campus Number: **101917042**

2019 Accountability Rating: **B**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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

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

Total Students: 701
Grade Span: 07 - 08
School Type: Middle

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**68%**	78%	67%	*	-	-	-	-	31%	86%	68%	67%	66%	67%
	2018	74%	71%	**61%**	50%	62%	60%	*	-	*	*	44%	*	64%	45%	60%	61%
At Meets Grade Level or Above	2019	49%	43%	**33%**	33%	33%	*	-	-	-	-	27%	14%	34%	30%	32%	31%
	2018	48%	43%	**33%**	30%	33%	30%	*	-	*	*	41%	*	35%	23%	33%	33%
At Masters Grade Level	2019	29%	23%	**18%**	11%	18%	*	-	-	-	-	15%	14%	18%	21%	17%	17%
	2018	29%	24%	**19%**	20%	19%	20%	*	-	*	*	15%	*	20%	16%	19%	20%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**67%**	63%	67%	*	-	-	-	-	58%	83%	66%	72%	66%	66%
	2018	72%	71%	**62%**	56%	62%	63%	*	-	-	*	56%	*	65%	48%	62%	63%
At Meets Grade Level or Above	2019	43%	38%	**25%**	13%	25%	*	-	-	-	-	23%	17%	25%	26%	24%	22%
	2018	40%	33%	**23%**	11%	22%	50%	*	-	-	*	44%	*	24%	19%	22%	20%
At Masters Grade Level	2019	17%	9%	**6%**	0%	5%	*	-	-	-	-	15%	0%	5%	7%	5%	5%
	2018	18%	11%	**3%**	11%	3%	0%	*	-	-	*	9%	*	4%	2%	3%	3%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	67%	**58%**	44%	58%	*	-	-	-	-	27%	57%	59%	57%	57%	54%
	2018	69%	63%	**54%**	30%	55%	50%	*	-	*	*	46%	*	58%	35%	54%	53%
At Meets Grade Level or Above	2019	42%	34%	**27%**	22%	27%	*	-	-	-	-	23%	29%	27%	27%	26%	25%
	2018	43%	33%	**27%**	20%	27%	30%	*	-	*	*	37%	*	30%	11%	27%	25%
At Masters Grade Level	2019	18%	12%	**6%**	11%	6%	*	-	-	-	-	12%	0%	6%	6%	6%	5%
	2018	15%	8%	**6%**	0%	6%	0%	*	-	*	*	11%	*	7%	0%	6%	6%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**82%**	86%	82%	100%	*	*	*	*	56%	*	84%	74%	82%	80%
	2018	86%	84%	**78%**	89%	77%	90%	-	-	-	-	57%	80%	81%	62%	78%	74%
At Meets Grade Level or Above	2019	55%	47%	**44%**	14%	44%	50%	*	*	*	*	41%	*	46%	33%	44%	39%
	2018	49%	44%	**31%**	56%	30%	40%	-	-	-	-	43%	60%	34%	20%	31%	26%
At Masters Grade Level	2019	28%	21%	**17%**	14%	17%	30%	*	*	*	*	18%	*	18%	13%	18%	15%
	2018	27%	21%	**15%**	11%	15%	20%	-	-	-	-	17%	0%	17%	5%	15%	11%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	**92%**	88%	92%	90%	*	*	-	*	74%	*	91%	92%	91%	92%
	2018	86%	91%	**91%**	90%	91%	92%	-	-	*	-	79%	100%	94%	81%	92%	95%
At Meets Grade Level or Above	2019	57%	58%	**59%**	25%	60%	60%	*	*	-	*	44%	*	60%	54%	59%	58%
	2018	51%	56%	**54%**	40%	54%	58%	-	-	*	-	44%	40%	56%	46%	54%	54%
At Masters Grade Level	2019	17%	16%	**12%**	25%	12%	0%	*	*	-	*	15%	*	11%	15%	12%	13%
	2018	15%	16%	**10%**	0%	10%	25%	-	-	*	-	14%	20%	11%	9%	10%	10%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	**75%**	67%	75%	70%	*	*	*	*	53%	*	77%	63%	75%	73%
	2018	76%	74%	**68%**	100%	67%	90%	-	-	-	-	56%	*	71%	59%	68%	63%
At Meets Grade Level or Above	2019	51%	44%	**39%**	33%	39%	60%	*	*	*	*	44%	*	41%	31%	39%	35%
	2018	52%	47%	**42%**	38%	41%	70%	-	-	-	-	54%	*	44%	31%	40%	34%
At Masters Grade Level	2019	25%	17%	**14%**	17%	14%	20%	*	*	*	*	12%	*	14%	17%	14%	13%

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

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

Total Students: 701
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	28%	23%	**23%**	13%	23%	30%	-	-	-	-	15%	*	24%	17%	22%	18%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	68%	**59%**	50%	58%	90%	*	*	*	*	53%	*	60%	52%	59%	53%
	2018	65%	66%	**53%**	38%	52%	90%	-	-	-	-	50%	*	55%	42%	52%	48%
At Meets Grade Level or Above	2019	37%	34%	**27%**	17%	27%	30%	*	*	*	*	44%	*	28%	19%	26%	22%
	2018	36%	34%	**25%**	25%	24%	60%	-	-	-	-	38%	*	27%	19%	25%	20%
At Masters Grade Level	2019	21%	17%	**14%**	0%	14%	10%	*	*	*	*	12%	*	15%	8%	14%	13%
	2018	21%	18%	**11%**	25%	11%	10%	-	-	-	-	12%	*	12%	7%	11%	8%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**100%**	-	100%	*	-	*	*	-	-	-	100%	100%	100%	100%
	2018	83%	81%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%
At Meets Grade Level or Above	2019	61%	73%	**97%**	-	97%	*	-	*	*	-	-	-	97%	100%	97%	95%
	2018	55%	49%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%
At Masters Grade Level	2019	37%	46%	**96%**	-	95%	*	-	*	*	-	-	-	95%	100%	95%	95%
	2018	32%	27%	**97%**	-	97%	-	-	-	-	-	-	-	97%	*	97%	94%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**73%**	68%	72%	85%	*	100%	*	*	51%	85%	73%	69%	72%	70%
	2018	77%	74%	**68%**	64%	68%	77%	67%	-	*	*	56%	57%	71%	54%	67%	66%
At Meets Grade Level or Above	2019	50%	45%	**38%**	23%	38%	50%	*	63%	*	*	36%	30%	40%	33%	37%	35%
	2018	48%	42%	**35%**	31%	35%	49%	33%	-	*	*	43%	33%	37%	25%	35%	32%
At Masters Grade Level	2019	24%	18%	**15%**	11%	15%	21%	*	38%	*	*	14%	6%	15%	14%	15%	14%
	2018	22%	16%	**14%**	11%	14%	16%	0%	-	*	*	13%	10%	15%	8%	14%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**75%**	81%	75%	93%	*	*	*	*	45%	90%	76%	70%	74%	73%
	2018	74%	69%	**69%**	68%	69%	75%	*	-	*	*	51%	44%	72%	53%	69%	67%
At Meets Grade Level or Above	2019	48%	42%	**39%**	25%	39%	50%	*	*	*	*	35%	30%	40%	32%	38%	35%
	2018	46%	39%	**32%**	42%	32%	35%	*	-	*	*	42%	33%	35%	22%	32%	29%
At Masters Grade Level	2019	21%	15%	**18%**	13%	18%	29%	*	*	*	*	17%	20%	18%	17%	17%	16%
	2018	19%	14%	**17%**	16%	17%	20%	*	-	*	*	16%	0%	19%	10%	17%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**82%**	75%	83%	86%	*	*	*	*	67%	90%	82%	83%	82%	82%
	2018	81%	80%	**80%**	74%	80%	80%	*	-	*	*	69%	67%	83%	67%	80%	82%
At Meets Grade Level or Above	2019	52%	47%	**49%**	19%	49%	57%	*	*	*	*	35%	40%	50%	43%	48%	47%
	2018	50%	43%	**44%**	26%	44%	55%	*	-	*	*	44%	33%	46%	35%	43%	42%
At Masters Grade Level	2019	26%	21%	**18%**	13%	18%	14%	*	*	*	*	15%	0%	18%	16%	18%	18%
	2018	24%	17%	**12%**	5%	12%	15%	*	-	*	*	12%	11%	13%	7%	12%	11%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**58%**	44%	58%	*	-	-	-	-	27%	57%	59%	57%	57%	54%
	2018	66%	62%	**54%**	30%	55%	50%	*	-	*	*	46%	*	58%	35%	54%	53%
At Meets Grade Level or Above	2019	38%	32%	**27%**	22%	27%	*	-	-	-	-	23%	29%	27%	27%	26%	25%
	2018	41%	35%	**27%**	20%	27%	30%	*	-	*	*	37%	*	30%	11%	27%	25%
At Masters Grade Level	2019	14%	10%	**6%**	11%	6%	*	-	-	-	-	12%	0%	6%	6%	6%	5%
	2018	13%	8%	**6%**	0%	6%	0%	*	-	*	*	11%	*	7%	0%	6%	6%

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

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

Total Students: 701
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**75%**	67%	75%	70%	*	*	*	*	53%	*	77%	63%	75%	73%
	2018	80%	78%	**68%**	100%	67%	90%	-	-	-	-	56%	*	71%	59%	68%	63%
At Meets Grade Level or Above	2019	54%	50%	**39%**	33%	39%	60%	*	*	*	*	44%	*	41%	31%	39%	35%
	2018	51%	47%	**42%**	38%	41%	70%	-	-	-	-	54%	*	44%	31%	40%	34%
At Masters Grade Level	2019	25%	19%	**14%**	17%	14%	20%	*	*	*	*	12%	*	14%	17%	14%	13%
	2018	23%	18%	**23%**	13%	23%	30%	-	-	-	-	15%	*	24%	17%	22%	18%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**59%**	50%	58%	90%	*	*	*	*	53%	*	60%	52%	59%	53%
	2018	78%	79%	**53%**	38%	52%	90%	-	-	-	-	50%	*	55%	42%	52%	48%
At Meets Grade Level or Above	2019	55%	54%	**27%**	17%	27%	30%	*	*	*	*	44%	*	28%	19%	26%	22%
	2018	53%	52%	**25%**	25%	24%	60%	-	-	-	-	38%	*	27%	19%	25%	20%
At Masters Grade Level	2019	33%	30%	**14%**	0%	14%	10%	*	*	*	*	12%	*	15%	8%	14%	13%
	2018	31%	27%	**11%**	25%	11%	10%	-	-	-	-	12%	*	12%	7%	11%	8%

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

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

Total Students: 701
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	77	**79**	94	78	*	-	-	-	-	62	83	80	75	78	80
	2018	76	77	**76**	75	77	65	*	-	*	*	74	*	79	63	77	79
Grade 7 Mathematics	2019	63	57	**69**	63	69	*	-	-	-	-	71	40	71	61	69	70
	2018	67	65	**77**	79	77	75	*	-	-	*	65	*	80	66	78	79
Grade 8 ELA/Reading	2019	77	75	**81**	71	81	90	*	-	*	*	82	*	81	82	81	80
	2018	79	78	**79**	88	79	65	-	-	-	-	70	80	80	74	79	82
Grade 8 Mathematics	2019	84	88	**92**	79	93	95	*	-	*	*	79	*	91	99	92	94
	2018	81	86	**87**	56	88	77	-	-	*	-	74	80	89	76	87	89
End of Course Algebra I	2019	75	88	**99**	-	99	*	-	-	*	-	-	-	99	100	99	99
	2018	72	68	**100**	-	100	-	-	-	-	-	-	-	100	*	100	100
All Grades Both Subjects	2019	69	69	**81**	77	81	89	*	-	*	*	74	72	82	79	81	82
	2018	69	68	**81**	73	81	71	*	-	*	*	71	67	83	70	81	83
All Grades ELA/Reading	2019	68	68	**80**	84	80	86	*	-	*	*	73	89	80	78	80	80
	2018	69	68	**78**	81	78	65	*	-	*	*	72	56	79	69	78	81
All Grades Mathematics	2019	70	70	**83**	70	83	92	*	-	*	*	75	56	83	79	82	84
	2018	70	69	**84**	66	84	76	*	-	*	*	70	78	86	72	84	86

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**45%**	57%	45%	80%	-	-	-	*	17%	45%	39%
	2018	38%	36%	**36%**	*	36%	*	*	-	-	*	20%	36%	28%
Mathematics	2019	45%	48%	**61%**	43%	62%	*	-	-	-	*	45%	60%	62%
	2018	47%	48%	**61%**	*	62%	*	*	-	-	*	46%	61%	66%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**66%**	67%	65%	90%	*	*	*	*	15%	66%	32%
Students Requiring Accelerated Instruction	2019	22%	26%	**34%**	33%	35%	10%	*	*	*	*	85%	34%	68%
STAAR Cumulative Met Standard	2019	85%	83%	**79%**	83%	78%	100%	*	*	*	*	25%	79%	54%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	**84%**	71%	84%	90%	*	*	-	*	45%	84%	74%
Students Requiring Accelerated Instruction	2019	18%	16%	**16%**	29%	16%	10%	*	*	-	*	55%	16%	26%
STAAR Cumulative Met Standard	2019	88%	89%	**90%**	86%	90%	90%	*	*	-	*	55%	90%	84%

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

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

Total Students: 701
Grade Span: 07 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**73%**	100%	-	100%	-	-	52%	-	52%	44%	52%	52%
	2018	77%	74%	**68%**	-	-	-	-	-	45%	-	45%	43%	45%	45%
At Meets Grade Level or Above	2019	50%	45%	**38%**	57%	-	57%	-	-	15%	-	15%	13%	15%	15%
	2018	48%	42%	**35%**	-	-	-	-	-	11%	-	11%	14%	11%	11%
At Masters Grade Level	2019	24%	18%	**15%**	14%	-	14%	-	-	1%	-	1%	3%	1%	2%
	2018	22%	16%	**14%**	-	-	-	-	-	2%	-	2%	3%	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**75%**	*	-	*	-	-	54%	-	54%	42%	55%	54%
	2018	74%	69%	**69%**	-	-	-	-	-	40%	-	40%	27%	40%	39%
At Meets Grade Level or Above	2019	48%	42%	**39%**	*	-	*	-	-	12%	-	12%	16%	13%	13%
	2018	46%	39%	**32%**	-	-	-	-	-	5%	-	5%	9%	5%	5%
At Masters Grade Level	2019	21%	15%	**18%**	*	-	*	-	-	2%	-	2%	5%	2%	3%
	2018	19%	14%	**17%**	-	-	-	-	-	2%	-	2%	0%	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**82%**	*	-	*	-	-	76%	-	76%	53%	76%	74%
	2018	81%	80%	**80%**	-	-	-	-	-	73%	-	73%	64%	73%	72%
At Meets Grade Level or Above	2019	52%	47%	**49%**	*	-	*	-	-	30%	-	30%	11%	30%	28%
	2018	50%	43%	**44%**	-	-	-	-	-	23%	-	23%	18%	23%	23%
At Masters Grade Level	2019	26%	21%	**18%**	*	-	*	-	-	2%	-	2%	5%	2%	3%
	2018	24%	17%	**12%**	-	-	-	-	-	2%	-	2%	9%	2%	3%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**58%**	*	-	*	-	-	33%	-	33%	20%	34%	32%
	2018	66%	62%	**54%**	-	-	-	-	-	20%	-	20%	29%	20%	21%
At Meets Grade Level or Above	2019	38%	32%	**27%**	*	-	*	-	-	9%	-	9%	0%	10%	8%
	2018	41%	35%	**27%**	-	-	-	-	-	3%	-	3%	0%	3%	2%
At Masters Grade Level	2019	14%	10%	**6%**	*	-	*	-	-	0%	-	0%	0%	0%	0%
	2018	13%	8%	**6%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**75%**	*	-	*	-	-	48%	-	48%	*	49%	50%
	2018	80%	78%	**68%**	-	-	-	-	-	44%	-	44%	*	44%	45%
At Meets Grade Level or Above	2019	54%	50%	**39%**	*	-	*	-	-	11%	-	11%	*	10%	12%
	2018	51%	47%	**42%**	-	-	-	-	-	13%	-	13%	*	13%	14%
At Masters Grade Level	2019	25%	19%	**14%**	*	-	*	-	-	1%	-	1%	*	1%	1%
	2018	23%	18%	**23%**	-	-	-	-	-	6%	-	6%	*	6%	5%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**59%**	*	-	*	-	-	21%	-	21%	*	22%	24%
	2018	78%	79%	**53%**	-	-	-	-	-	25%	-	25%	*	25%	25%
At Meets Grade Level or Above	2019	55%	54%	**27%**	*	-	*	-	-	1%	-	1%	*	1%	2%
	2018	53%	52%	**25%**	-	-	-	-	-	6%	-	6%	*	6%	7%
At Masters Grade Level	2019	33%	30%	**14%**	*	-	*	-	-	0%	-	0%	*	0%	0%
	2018	31%	27%	**11%**	-	-	-	-	-	2%	-	2%	*	2%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**81%**	*	-	*	-	-	82%	-	82%	66%	82%	80%
	2018	69%	68%	**81%**	-	-	-	-	-	83%	-	83%	78%	83%	83%
All Grades ELA/Reading	2019	68%	68%	**80%**	*	-	*	-	-	83%	-	83%	63%	84%	82%
	2018	69%	68%	**78%**	-	-	-	-	-	81%	-	81%	65%	81%	80%
All Grades Mathematics	2019	70%	70%	**83%**	*	-	*	-	-	80%	-	80%	68%	80%	78%
	2018	70%	69%	**84%**	-	-	-	-	-	86%	-	86%	90%	86%	86%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**45%**	-	-	-	-	-	40%	-	40%	36%	40%	39%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	38%	36%	**36%**	-	-	-	-	-	29%	-	29%	*	29%	28%
Mathematics	2019	45%	48%	**61%**	*	-	*	-	-	65%	-	65%	38%	65%	62%
	2018	47%	48%	**61%**	-	-	-	-	-	67%	-	67%	*	67%	66%

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

Total Students: 701
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%
Included in Accountability	94%	94%	**92%**	100%	92%	95%	*	100%	*	*	95%	93%	85%
Not Included in Accountability													
Mobile	4%	3%	**5%**	0%	5%	5%	*	0%	*	*	5%	5%	8%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	*	0%	*	*	0%	2%	7%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	99%	99%	100%	100%	*	*	*	99%	99%	99%
Included in Accountability	94%	94%	**92%**	84%	93%	84%	100%	*	*	*	92%	92%	87%
Not Included in Accountability													
Mobile	4%	4%	**6%**	14%	5%	11%	0%	*	*	*	7%	5%	8%
Other Exclusions	1%	2%	**1%**	0%	1%	5%	0%	*	*	*	0%	1%	4%
Not Tested	1%	1%	**1%**	1%	1%	0%	0%	*	*	*	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	0%	0%	*	*	*	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	*	*	*	0%	0%	0%

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

Total Students: 701
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**94.2%**	90.8%	94.4%	94.0%	*	-	*	*	92.4%	94.3%	95.0%
2016-17	95.7%	94.6%	**94.1%**	94.2%	94.2%	90.9%	-	*	-	*	93.5%	94.2%	94.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**0.6%**	0.0%	0.6%	4.0%	*	-	*	*	2.0%	0.7%	0.4%
2016-17	0.3%	0.2%	**0.4%**	0.0%	0.4%	0.0%	-	*	-	*	1.1%	0.4%	0.8%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 701
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 701
Grade Span: 07 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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Total Students: 701
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 701
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	701	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	338	48.2%	7.2%	7.5%
Grade 8	363	51.8%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	20	2.9%	7.2%	12.6%
Hispanic	656	93.6%	83.4%	52.6%
White	19	2.7%	5.6%	27.4%
American Indian	1	0.1%	0.1%	0.4%
Asian	2	0.3%	3.0%	4.5%
Pacific Islander	1	0.1%	0.1%	0.2%
Two or More Races	2	0.3%	0.6%	2.4%
Economically Disadvantaged	662	94.4%	86.3%	60.6%
Non-Educationally Disadvantaged	39	5.6%	13.7%	39.4%
Section 504 Students	41	5.8%	5.6%	6.5%
English Learners (EL)	222	31.7%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	26	3.3%	1.3%	1.4%
Students w/ Dyslexia	29	4.1%	4.1%	3.6%
At-Risk	519	74.0%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	62			
By Type of Primary Disability				
Students with Intellectual Disabilities	34	54.8%	44.2%	42.4%
Students with Physical Disabilities	*	*	16.3%	21.9%
Students with Autism	**	**	21.4%	13.7%
Students with Behavioral Disabilities	15	24.2%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	116	14.8%	15.6%	15.4%

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

Total Students: 701
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	13	1.7%		
Hispanic	95	12.1%		
White	5	0.6%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.4%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	1.2%	0.4%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.3%	0.4%	0.0%	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	14.0	14.5	16.6
Foreign Languages	15.9	15.7	18.9
Mathematics	16.7	15.7	17.8
Science	14.7	16.2	18.9
Social Studies	14.4	15.3	19.3

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 701
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	73.8	100.0%	100.0%	100.0%
Professional Staff:	61.0	82.6%	59.1%	64.1%
Teachers	51.7	70.1%	46.1%	49.8%
Professional Support	6.3	8.5%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	4.1%	2.4%	3.0%
Educational Aides:	12.8	17.4%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,414.0
Part-time	1.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	1.0	n/a	12.0	1,097.0
Total Minority Staff:	41.6	56.4%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	5.8	11.2%	10.1%	10.6%
Hispanic	18.1	35.0%	35.2%	27.7%
White	26.8	51.9%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.9%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	15.2	29.5%	24.4%	23.8%
Females	36.5	70.5%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	40.9	79.0%	76.3%	73.6%
Masters	9.9	19.1%	21.8%	24.3%
Doctorate	1.0	1.9%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.4	8.4%	6.4%	7.0%
1-5 Years Experience	27.9	54.0%	35.0%	28.9%
6-10 Years Experience	8.8	16.9%	21.1%	19.0%
11-20 Years Experience	7.7	14.8%	26.5%	29.3%
Over 20 Years Experience	3.0	5.8%	10.9%	15.7%
Number of Students per Teacher	13.6	n/a	13.9	15.1

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

Total Students: 701
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	7.5	6.3
Average Years Experience of Principals with District	13.0	7.3	5.4
Average Years Experience of Assistant Principals	9.5	6.3	5.3
Average Years Experience of Assistant Principals with District	9.5	6.0	4.7
Average Years Experience of Teachers:	6.5	9.7	11.1
Average Years Experience of Teachers with District:	5.0	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,777	$51,929	$47,218
1-5 Years Experience	$53,489	$54,679	$50,408
6-10 Years Experience	$55,153	$56,719	$52,786
11-20 Years Experience	$57,193	$57,147	$56,041
Over 20 Years Experience	$57,858	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,176	$56,382	$54,122
Professional Support	$66,989	$70,595	$64,069
Campus Administration (School Leadership)	$95,879	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 701
Grade Span: 07 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	202	28.8%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	44	6.3%	5.3%	8.1%
Special Education	62	8.8%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.1%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	4.4	8.5%	1.9%	2.0%
Regular Education	36.3	70.2%	68.3%	71.4%
Special Education	11.0	21.2%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PARK VIEW INT**

Campus Number: **101917043**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**69%**	46%	69%	73%	-	-	-	*	33%	60%	70%	61%	67%	67%
	2018	74%	71%	**74%**	59%	75%	71%	-	*	-	*	33%	*	76%	65%	73%	77%
At Meets Grade Level or Above	2019	49%	43%	**37%**	31%	37%	47%	-	-	-	*	20%	0%	39%	31%	38%	36%
	2018	48%	43%	**47%**	12%	48%	57%	-	*	-	*	15%	*	51%	27%	44%	48%
At Masters Grade Level	2019	29%	23%	**21%**	23%	20%	33%	-	-	-	*	16%	0%	22%	16%	21%	20%
	2018	29%	24%	**22%**	6%	22%	29%	-	*	-	*	0%	*	24%	15%	20%	20%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**66%**	67%	65%	67%	-	-	-	*	49%	*	70%	49%	64%	67%
	2018	72%	71%	**62%**	44%	63%	64%	-	*	-	-	38%	*	63%	60%	61%	68%
At Meets Grade Level or Above	2019	43%	38%	**23%**	25%	22%	44%	-	-	-	*	30%	*	24%	19%	21%	20%
	2018	40%	33%	**24%**	0%	25%	23%	-	*	-	-	15%	*	26%	13%	23%	28%
At Masters Grade Level	2019	17%	9%	**1%**	0%	1%	0%	-	-	-	*	0%	*	1%	0%	0%	0%
	2018	18%	11%	**6%**	0%	5%	9%	-	*	-	-	0%	*	6%	2%	4%	6%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	67%	**57%**	46%	57%	73%	-	-	-	*	27%	60%	59%	51%	58%	53%
	2018	69%	63%	**66%**	63%	66%	70%	-	*	-	*	28%	*	68%	58%	65%	68%
At Meets Grade Level or Above	2019	42%	34%	**24%**	23%	24%	33%	-	-	-	*	18%	20%	25%	20%	24%	21%
	2018	43%	33%	**34%**	11%	34%	43%	-	*	-	*	11%	*	37%	21%	32%	35%
At Masters Grade Level	2019	18%	12%	**8%**	23%	8%	13%	-	-	-	*	8%	20%	7%	14%	8%	7%
	2018	15%	8%	**6%**	0%	6%	9%	-	*	-	*	2%	*	7%	2%	6%	6%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**81%**	74%	81%	87%	-	*	-	*	42%	100%	84%	69%	80%	80%
	2018	86%	84%	**86%**	77%	86%	86%	-	*	-	*	54%	*	86%	86%	84%	86%
At Meets Grade Level or Above	2019	55%	47%	**45%**	21%	46%	57%	-	*	-	*	12%	60%	49%	31%	43%	43%
	2018	49%	44%	**42%**	31%	41%	55%	-	*	-	*	18%	*	44%	34%	41%	37%
At Masters Grade Level	2019	28%	21%	**20%**	11%	20%	22%	-	*	-	*	0%	20%	20%	17%	17%	16%
	2018	27%	21%	**18%**	8%	17%	18%	-	*	-	*	0%	*	20%	8%	17%	15%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	**91%**	79%	92%	93%	-	*	-	*	67%	100%	92%	86%	90%	93%
	2018	86%	91%	**88%**	92%	88%	89%	-	*	-	*	58%	*	87%	91%	88%	92%
At Meets Grade Level or Above	2019	57%	58%	**62%**	47%	63%	67%	-	*	-	*	38%	80%	64%	54%	61%	63%
	2018	51%	56%	**45%**	38%	44%	61%	-	*	-	*	23%	*	44%	47%	43%	45%
At Masters Grade Level	2019	17%	16%	**13%**	0%	13%	19%	-	*	-	*	4%	20%	15%	5%	11%	17%
	2018	15%	16%	**7%**	0%	7%	17%	-	*	-	*	2%	*	8%	5%	8%	6%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	**78%**	68%	77%	91%	-	*	-	*	57%	80%	80%	70%	77%	78%
	2018	76%	74%	**73%**	62%	72%	82%	-	*	-	*	40%	*	74%	69%	71%	72%
At Meets Grade Level or Above	2019	51%	44%	**40%**	21%	39%	59%	-	*	-	*	21%	80%	42%	33%	37%	38%
	2018	52%	47%	**42%**	23%	40%	77%	-	*	-	*	22%	*	44%	37%	39%	39%
At Masters Grade Level	2019	25%	17%	**14%**	0%	13%	23%	-	*	-	*	7%	0%	14%	11%	12%	9%

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

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

Total Students: 601
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	28%	23%	**17%**	0%	15%	41%	-	*	-	*	0%	*	19%	10%	14%	16%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	68%	**73%**	50%	72%	91%	-	*	-	*	53%	80%	74%	67%	71%	73%
	2018	65%	66%	**57%**	54%	54%	81%	-	*	-	*	23%	*	56%	61%	54%	57%
At Meets Grade Level or Above	2019	37%	34%	**42%**	22%	43%	41%	-	*	-	*	33%	40%	43%	37%	39%	43%
	2018	36%	34%	**27%**	23%	25%	43%	-	*	-	*	21%	*	27%	25%	25%	22%
At Masters Grade Level	2019	21%	17%	**19%**	11%	20%	14%	-	*	-	*	7%	20%	19%	21%	17%	20%
	2018	21%	18%	**9%**	0%	9%	19%	-	*	-	*	2%	*	9%	12%	8%	6%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**100%**	*	100%	*	-	*	-	*	-	*	100%	100%	100%	100%
	2018	83%	81%	**100%**	*	100%	100%	-	*	-	-	-	-	100%	*	100%	100%
At Meets Grade Level or Above	2019	61%	73%	**97%**	*	100%	*	-	*	-	*	-	*	100%	89%	97%	100%
	2018	55%	49%	**91%**	*	89%	100%	-	*	-	-	-	-	91%	*	92%	80%
At Masters Grade Level	2019	37%	46%	**86%**	*	87%	*	-	*	-	*	-	*	89%	78%	84%	93%
	2018	32%	27%	**57%**	*	56%	50%	-	*	-	-	-	-	56%	*	55%	33%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**74%**	63%	74%	85%	-	100%	-	95%	46%	80%	76%	66%	74%	73%
	2018	77%	74%	**73%**	64%	72%	78%	-	100%	-	86%	39%	71%	73%	70%	71%	74%
At Meets Grade Level or Above	2019	50%	45%	**41%**	27%	40%	53%	-	88%	-	48%	25%	43%	42%	34%	39%	39%
	2018	48%	42%	**38%**	19%	38%	53%	-	77%	-	57%	18%	43%	40%	30%	36%	37%
At Masters Grade Level	2019	24%	18%	**15%**	9%	15%	20%	-	63%	-	33%	6%	14%	16%	14%	14%	14%
	2018	22%	16%	**13%**	2%	13%	21%	-	55%	-	14%	1%	24%	14%	8%	12%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**75%**	63%	75%	82%	-	*	-	100%	37%	80%	77%	65%	74%	73%
	2018	74%	69%	**79%**	67%	80%	79%	-	100%	-	*	44%	83%	80%	75%	78%	80%
At Meets Grade Level or Above	2019	48%	42%	**41%**	25%	41%	53%	-	*	-	67%	16%	30%	44%	31%	41%	40%
	2018	46%	39%	**45%**	20%	44%	56%	-	83%	-	*	17%	50%	48%	30%	42%	44%
At Masters Grade Level	2019	21%	15%	**20%**	16%	20%	26%	-	*	-	50%	9%	10%	21%	17%	19%	18%
	2018	19%	14%	**20%**	7%	20%	23%	-	67%	-	*	0%	33%	22%	11%	19%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**81%**	75%	81%	87%	-	*	-	100%	58%	90%	83%	72%	80%	82%
	2018	81%	80%	**77%**	66%	77%	78%	-	100%	-	*	48%	100%	77%	76%	76%	80%
At Meets Grade Level or Above	2019	52%	47%	**48%**	38%	48%	63%	-	*	-	50%	34%	50%	50%	43%	47%	46%
	2018	50%	43%	**38%**	19%	38%	48%	-	83%	-	*	19%	33%	40%	33%	37%	38%
At Masters Grade Level	2019	26%	21%	**13%**	0%	13%	18%	-	*	-	33%	2%	20%	14%	9%	12%	14%
	2018	24%	17%	**10%**	0%	10%	17%	-	67%	-	*	1%	17%	11%	5%	9%	8%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**57%**	46%	57%	73%	-	-	-	*	27%	60%	59%	51%	58%	53%
	2018	66%	62%	**66%**	63%	66%	70%	-	*	-	*	28%	*	68%	58%	65%	68%
At Meets Grade Level or Above	2019	38%	32%	**24%**	23%	24%	33%	-	-	-	*	18%	20%	25%	20%	24%	21%
	2018	41%	35%	**34%**	11%	34%	43%	-	*	-	*	11%	*	37%	21%	32%	35%
At Masters Grade Level	2019	14%	10%	**8%**	23%	8%	13%	-	-	-	*	8%	20%	7%	14%	8%	7%
	2018	13%	8%	**6%**	0%	6%	9%	-	*	-	*	2%	*	7%	2%	6%	6%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

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

Total Students: 601
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**78%**	68%	77%	91%	-	*	-	*	57%	80%	80%	70%	77%	78%
	2018	80%	78%	**73%**	62%	72%	82%	-	*	-	*	40%	*	74%	69%	71%	72%
At Meets Grade Level or Above	2019	54%	50%	**40%**	21%	39%	59%	-	*	-	*	21%	80%	42%	33%	37%	38%
	2018	51%	47%	**42%**	23%	40%	77%	-	*	-	*	22%	*	44%	37%	39%	39%
At Masters Grade Level	2019	25%	19%	**14%**	0%	13%	23%	-	*	-	*	7%	0%	14%	11%	12%	9%
	2018	23%	18%	**17%**	0%	15%	41%	-	*	-	*	0%	*	19%	10%	14%	16%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**73%**	50%	72%	91%	-	*	-	*	53%	80%	74%	67%	71%	73%
	2018	78%	79%	**57%**	54%	54%	81%	-	*	-	*	23%	*	56%	61%	54%	57%
At Meets Grade Level or Above	2019	55%	54%	**42%**	22%	43%	41%	-	*	-	*	33%	40%	43%	37%	39%	43%
	2018	53%	52%	**27%**	23%	25%	43%	-	*	-	*	21%	*	27%	25%	25%	22%
At Masters Grade Level	2019	33%	30%	**19%**	11%	20%	14%	-	*	-	*	7%	20%	19%	21%	17%	20%
	2018	31%	27%	**9%**	0%	9%	19%	-	*	-	*	2%	*	9%	12%	8%	6%

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

Total Students: 601
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	77	**75**	85	75	60	-	-	-	*	66	60	76	74	75	79
	2018	76	77	**80**	68	80	80	-	*	-	*	69	*	80	80	78	83
Grade 7 Mathematics	2019	63	57	**58**	58	58	61	-	-	-	*	48	*	59	55	57	60
	2018	67	65	**61**	61	61	60	-	-	-	-	68	*	60	66	61	64
Grade 8 ELA/Reading	2019	77	75	**75**	68	76	80	-	*	-	*	76	50	74	79	75	75
	2018	79	78	**76**	80	77	66	-	*	-	*	79	*	76	75	76	75
Grade 8 Mathematics	2019	84	88	**89**	88	90	83	-	*	-	*	81	100	89	93	89	93
	2018	81	86	**83**	95	82	81	-	*	-	*	87	*	84	78	84	86
End of Course Algebra I	2019	75	88	**99**	*	100	*	-	*	-	*	-	*	100	94	98	100
	2018	72	68	**96**	*	94	100	-	*	-	-	-	-	95	*	96	90
All Grades Both Subjects	2019	69	69	**76**	76	76	75	-	*	-	83	67	70	76	77	76	77
	2018	69	68	**76**	74	76	73	-	77	-	*	76	73	76	75	76	78
All Grades ELA/Reading	2019	68	68	**75**	75	75	72	-	*	-	83	70	55	75	77	75	77
	2018	69	68	**78**	72	79	73	-	75	-	*	74	75	78	78	77	80
All Grades Mathematics	2019	70	70	**77**	77	76	78	-	*	-	83	64	85	76	78	76	78
	2018	70	69	**74**	75	74	74	-	80	-	*	77	70	74	73	74	75

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

Total Students: 601
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**40%**	33%	39%	58%	-	-	-	*	21%	40%	41%
	2018	38%	36%	**48%**	42%	50%	*	-	-	-	-	31%	49%	49%
Mathematics	2019	45%	48%	**59%**	53%	59%	64%	-	-	-	*	34%	58%	62%
	2018	47%	48%	**46%**	38%	46%	56%	-	-	-	*	28%	44%	48%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**73%**	41%	74%	82%	-	*	-	*	21%	72%	46%
Students Requiring Accelerated Instruction	2019	22%	26%	**27%**	59%	26%	18%	-	*	-	*	79%	28%	54%
STAAR Cumulative Met Standard	2019	85%	83%	**80%**	74%	79%	86%	-	*	-	*	37%	79%	56%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	**86%**	83%	85%	92%	-	*	-	*	53%	85%	76%
Students Requiring Accelerated Instruction	2019	18%	16%	**14%**	17%	15%	8%	-	*	-	*	48%	15%	24%
STAAR Cumulative Met Standard	2019	88%	89%	**90%**	79%	91%	92%	-	*	-	*	65%	90%	83%

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

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

Total Students: 601
Grade Span: 07 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**74%**	-	-	-	-	-	59%	-	59%	53%	59%	58%
	2018	77%	74%	**73%**	83%	-	-	83%	-	49%	-	49%	65%	50%	52%
At Meets Grade Level or Above	2019	50%	45%	**41%**	-	-	-	-	-	20%	-	20%	18%	20%	20%
	2018	48%	42%	**38%**	39%	-	-	39%	-	15%	-	15%	16%	16%	16%
At Masters Grade Level	2019	24%	18%	**15%**	-	-	-	-	-	5%	-	5%	3%	5%	5%
	2018	22%	16%	**13%**	0%	-	-	0%	-	3%	-	3%	5%	2%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**75%**	-	-	-	-	-	57%	-	57%	56%	57%	57%
	2018	74%	69%	**79%**	100%	-	-	100%	-	53%	-	53%	64%	56%	57%
At Meets Grade Level or Above	2019	48%	42%	**41%**	-	-	-	-	-	17%	-	17%	28%	17%	18%
	2018	46%	39%	**45%**	50%	-	-	50%	-	16%	-	16%	18%	18%	18%
At Masters Grade Level	2019	21%	15%	**20%**	-	-	-	-	-	6%	-	6%	11%	6%	7%
	2018	19%	14%	**20%**	0%	-	-	0%	-	5%	-	5%	9%	4%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**81%**	-	-	-	-	-	71%	-	71%	72%	71%	72%
	2018	81%	80%	**77%**	83%	-	-	83%	-	64%	-	64%	73%	65%	66%
At Meets Grade Level or Above	2019	52%	47%	**48%**	-	-	-	-	-	25%	-	25%	28%	25%	25%
	2018	50%	43%	**38%**	33%	-	-	33%	-	20%	-	20%	18%	21%	21%
At Masters Grade Level	2019	26%	21%	**13%**	-	-	-	-	-	3%	-	3%	0%	3%	3%
	2018	24%	17%	**10%**	0%	-	-	0%	-	2%	-	2%	9%	2%	3%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**57%**	-	-	-	-	-	39%	-	39%	25%	39%	37%
	2018	66%	62%	**66%**	67%	-	-	67%	-	37%	-	37%	43%	39%	40%
At Meets Grade Level or Above	2019	38%	32%	**24%**	-	-	-	-	-	13%	-	13%	0%	13%	11%
	2018	41%	35%	**34%**	33%	-	-	33%	-	12%	-	12%	29%	14%	15%
At Masters Grade Level	2019	14%	10%	**8%**	-	-	-	-	-	1%	-	1%	0%	1%	1%
	2018	13%	8%	**6%**	0%	-	-	0%	-	0%	-	0%	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**78%**	-	-	-	-	-	61%	-	61%	67%	61%	61%
	2018	80%	78%	**73%**	-	-	-	-	-	41%	-	41%	*	41%	46%
At Meets Grade Level or Above	2019	54%	50%	**40%**	-	-	-	-	-	18%	-	18%	0%	18%	16%
	2018	51%	47%	**42%**	-	-	-	-	-	11%	-	11%	*	11%	10%
At Masters Grade Level	2019	25%	19%	**14%**	-	-	-	-	-	4%	-	4%	0%	4%	3%
	2018	23%	18%	**17%**	-	-	-	-	-	3%	-	3%	*	3%	2%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**73%**	-	-	-	-	-	55%	-	55%	33%	55%	53%
	2018	78%	79%	**57%**	-	-	-	-	-	24%	-	24%	*	24%	27%
At Meets Grade Level or Above	2019	55%	54%	**42%**	-	-	-	-	-	27%	-	27%	17%	27%	26%
	2018	53%	52%	**27%**	-	-	-	-	-	8%	-	8%	*	8%	7%
At Masters Grade Level	2019	33%	30%	**19%**	-	-	-	-	-	14%	-	14%	0%	14%	13%
	2018	31%	27%	**9%**	-	-	-	-	-	3%	-	3%	*	3%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**76%**	-	-	-	-	-	72%	-	72%	85%	72%	74%
	2018	69%	68%	**76%**	64%	-	-	64%	-	81%	-	81%	83%	80%	80%
All Grades ELA/Reading	2019	68%	68%	**75%**	-	-	-	-	-	73%	-	73%	94%	73%	75%
	2018	69%	68%	**78%**	83%	-	-	83%	-	85%	-	85%	77%	85%	84%
All Grades Mathematics	2019	70%	70%	**77%**	-	-	-	-	-	71%	-	71%	76%	71%	72%
	2018	70%	69%	**74%**	40%	-	-	40%	-	76%	-	76%	90%	75%	76%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**40%**	-	-	-	-	-	42%	-	42%	30%	42%	41%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	38%	36%	**48%**	100%	-	-	100%	-	46%	-	46%	*	50%	49%
Mathematics	2019	45%	48%	**59%**	-	-	-	-	-	62%	-	62%	63%	62%	62%
	2018	47%	48%	**46%**	-	-	-	-	-	47%	-	47%	*	47%	48%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

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

Total Students: 601
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	99%	99%	96%	-	100%	-	100%	99%	99%	100%
Included in Accountability	94%	94%	**90%**	90%	89%	92%	-	73%	-	88%	89%	91%	84%
Not Included in Accountability													
Mobile	4%	3%	**7%**	9%	7%	4%	-	27%	-	13%	8%	6%	8%
Other Exclusions	1%	2%	**3%**	0%	3%	0%	-	0%	-	0%	3%	3%	8%
Not Tested	1%	1%	**1%**	1%	1%	4%	-	0%	-	0%	1%	1%	0%
Absent	1%	1%	**1%**	1%	1%	4%	-	0%	-	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	99%	98%	*	100%	-	100%	100%	99%	100%
Included in Accountability	94%	94%	**92%**	77%	93%	91%	*	100%	-	58%	93%	91%	88%
Not Included in Accountability													
Mobile	4%	4%	**6%**	20%	4%	8%	*	0%	-	42%	3%	6%	7%
Other Exclusions	1%	2%	**2%**	3%	2%	0%	*	0%	-	0%	5%	2%	5%
Not Tested	1%	1%	**1%**	0%	1%	2%	*	0%	-	0%	0%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	*	0%	-	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	-	0%	0%	0%	0%

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

Total Students: 601
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**93.7%**	92.0%	93.9%	92.4%	*	95.2%	-	*	92.4%	93.7%	94.7%
2016-17	95.7%	94.6%	**94.0%**	92.1%	94.6%	89.5%	*	96.1%	*	*	91.7%	94.0%	94.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**0.7%**	2.2%	0.7%	0.0%	-	0.0%	-	*	0.9%	0.8%	0.0%
2016-17	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 601
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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

Total Students: 601
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 601
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Campus Number: 101917043

Total Students: 601
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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 601
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 601
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 601
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	601	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	296	49.3%	7.2%	7.5%
Grade 8	305	50.7%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	39	6.5%	7.2%	12.6%
Hispanic	512	85.2%	83.4%	52.6%
White	42	7.0%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	3	0.5%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	5	0.8%	0.6%	2.4%
Economically Disadvantaged	543	90.3%	86.3%	60.6%
Non-Educationally Disadvantaged	58	9.7%	13.7%	39.4%
Section 504 Students	37	6.2%	5.6%	6.5%
English Learners (EL)	167	27.8%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	12	1.7%	1.3%	1.4%
Students w/ Dyslexia	23	3.8%	4.1%	3.6%
At-Risk	425	70.7%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	96			
By Type of Primary Disability				
Students with Intellectual Disabilities	61	63.5%	44.2%	42.4%
Students with Physical Disabilities	0	0.0%	16.3%	21.9%
Students with Autism	11	11.5%	21.4%	13.7%
Students with Behavioral Disabilities	24	25.0%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	107	14.8%	15.6%	15.4%

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

Total Students: 601
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	12	1.7%		
Hispanic	78	10.8%		
White	14	1.9%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.3%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.3%	0.4%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.3%	0.4%	0.0%	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	15.5	14.5	16.6
Foreign Languages	14.0	15.7	18.9
Mathematics	17.1	15.7	17.8
Science	17.9	16.2	18.9
Social Studies	18.1	15.3	19.3

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

Total Students: 601
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	76.6	100.0%	100.0%	100.0%
Professional Staff:	63.7	83.2%	59.1%	64.1%
Teachers	53.2	69.5%	46.1%	49.8%
Professional Support	7.5	9.8%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	3.9%	2.4%	3.0%
Educational Aides:	12.9	16.8%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	1.0	n/a	12.0	1,097.0
Total Minority Staff:	31.5	41.1%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.3	6.2%	10.1%	10.6%
Hispanic	13.0	24.4%	35.2%	27.7%
White	34.9	65.6%	50.5%	58.4%
American Indian	1.0	1.9%	0.2%	0.3%
Asian	1.0	1.9%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	17.0	32.0%	24.4%	23.8%
Females	36.2	68.0%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	40.3	75.7%	76.3%	73.6%
Masters	12.9	24.3%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.0	11.3%	6.4%	7.0%
1-5 Years Experience	21.3	40.0%	35.0%	28.9%
6-10 Years Experience	12.9	24.3%	21.1%	19.0%
11-20 Years Experience	9.0	16.9%	26.5%	29.3%
Over 20 Years Experience	4.0	7.5%	10.9%	15.7%
Number of Students per Teacher	11.3	n/a	13.9	15.1

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

Total Students: 601
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	7.5	6.3
Average Years Experience of Principals with District	1.0	7.3	5.4
Average Years Experience of Assistant Principals	2.5	6.3	5.3
Average Years Experience of Assistant Principals with District	2.5	6.0	4.7
Average Years Experience of Teachers:	7.7	9.7	11.1
Average Years Experience of Teachers with District:	5.6	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,307	$51,929	$47,218
1-5 Years Experience	$54,852	$54,679	$50,408
6-10 Years Experience	$56,810	$56,719	$52,786
11-20 Years Experience	$53,774	$57,147	$56,041
Over 20 Years Experience	$59,153	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,294	$56,382	$54,122
Professional Support	$64,530	$70,595	$64,069
Campus Administration (School Leadership)	$90,079	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 601
Grade Span: 07 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	149	24.8%	27.1%	19.7%
Career & Technical Education	111	18.5%	20.5%	26.3%
Gifted & Talented Education	17	2.8%	5.3%	8.1%
Special Education	96	16.0%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	1.6%	9.6%	6.4%
Career & Technical Education	1.0	1.9%	3.7%	4.9%
Compensatory Education	0.5	0.9%	0.2%	2.7%
Gifted & Talented Education	3.0	5.7%	1.9%	2.0%
Regular Education	35.5	66.8%	68.3%	71.4%
Special Education	12.3	23.1%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **QUEENS INT**

Campus Number: **101917044**

2019 Accountability Rating: **B**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**70%**	*	70%	83%	-	-	-	*	38%	80%	72%	63%	69%	67%
	2018	74%	71%	**66%**	40%	66%	80%	-	-	-	-	40%	*	68%	54%	65%	67%
At Meets Grade Level or Above	2019	49%	43%	**35%**	*	35%	33%	-	-	-	*	30%	20%	35%	37%	32%	33%
	2018	48%	43%	**36%**	20%	36%	40%	-	-	-	-	30%	*	38%	27%	35%	37%
At Masters Grade Level	2019	29%	23%	**18%**	*	18%	17%	-	-	-	*	5%	20%	17%	22%	16%	19%
	2018	29%	24%	**20%**	0%	20%	20%	-	-	-	-	7%	*	24%	5%	20%	22%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**66%**	*	65%	*	-	-	-	*	49%	*	66%	66%	65%	63%
	2018	72%	71%	**58%**	60%	58%	*	-	-	-	-	41%	*	57%	60%	58%	58%
At Meets Grade Level or Above	2019	43%	38%	**25%**	*	25%	*	-	-	-	*	35%	*	25%	26%	24%	25%
	2018	40%	33%	**13%**	40%	12%	*	-	-	-	-	19%	*	10%	22%	13%	14%
At Masters Grade Level	2019	17%	9%	**3%**	*	3%	*	-	-	-	*	8%	*	3%	0%	2%	3%
	2018	18%	11%	**2%**	0%	3%	*	-	-	-	-	6%	*	1%	7%	2%	3%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	67%	**60%**	*	59%	83%	-	-	-	*	38%	40%	61%	52%	57%	58%
	2018	69%	63%	**57%**	40%	57%	80%	-	-	-	-	32%	*	59%	48%	56%	55%
At Meets Grade Level or Above	2019	42%	34%	**33%**	*	32%	67%	-	-	-	*	35%	40%	32%	37%	29%	30%
	2018	43%	33%	**24%**	20%	24%	20%	-	-	-	-	21%	*	25%	20%	23%	23%
At Masters Grade Level	2019	18%	12%	**6%**	*	6%	17%	-	-	-	*	5%	20%	7%	4%	5%	8%
	2018	15%	8%	**5%**	0%	5%	0%	-	-	-	-	11%	*	5%	3%	5%	4%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**81%**	*	82%	*	-	-	-	-	49%	*	86%	61%	81%	79%
	2018	86%	84%	**81%**	*	82%	70%	-	-	-	*	29%	*	85%	66%	81%	76%
At Meets Grade Level or Above	2019	55%	47%	**49%**	*	49%	*	-	-	-	-	29%	*	53%	28%	48%	45%
	2018	49%	44%	**41%**	*	41%	60%	-	-	-	*	12%	*	44%	31%	39%	33%
At Masters Grade Level	2019	28%	21%	**20%**	*	20%	*	-	-	-	-	6%	*	23%	7%	19%	15%
	2018	27%	21%	**18%**	*	18%	30%	-	-	-	*	6%	*	17%	20%	17%	14%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	**83%**	*	83%	*	-	-	-	-	58%	*	86%	75%	82%	82%
	2018	86%	91%	**86%**	*	87%	64%	-	-	-	*	41%	*	87%	78%	85%	85%
At Meets Grade Level or Above	2019	57%	58%	**40%**	*	41%	*	-	-	-	-	27%	*	41%	38%	40%	42%
	2018	51%	56%	**39%**	*	39%	36%	-	-	-	*	29%	*	42%	24%	38%	37%
At Masters Grade Level	2019	17%	16%	**5%**	*	5%	*	-	-	-	-	9%	*	6%	2%	5%	6%
	2018	15%	16%	**6%**	*	6%	9%	-	-	-	*	6%	*	7%	2%	6%	6%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	**77%**	*	77%	*	-	-	-	-	54%	*	79%	66%	75%	74%
	2018	76%	74%	**70%**	*	71%	70%	-	-	-	*	31%	*	73%	59%	69%	64%
At Meets Grade Level or Above	2019	51%	44%	**37%**	*	37%	*	-	-	-	-	26%	*	39%	28%	36%	35%
	2018	52%	47%	**40%**	*	40%	50%	-	-	-	*	19%	*	42%	32%	38%	35%
At Masters Grade Level	2019	25%	17%	**9%**	*	10%	*	-	-	-	-	6%	*	10%	6%	10%	10%

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	28%	23%	**17%**	*	16%	20%	-	-	-	*	6%	*	18%	14%	15%	14%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	68%	**55%**	*	55%	*	-	-	-	-	40%	*	58%	38%	54%	53%
	2018	65%	66%	**50%**	*	51%	40%	-	-	-	*	31%	*	53%	40%	51%	43%
At Meets Grade Level or Above	2019	37%	34%	**19%**	*	19%	*	-	-	-	-	20%	*	21%	8%	17%	19%
	2018	36%	34%	**15%**	*	15%	20%	-	-	-	*	13%	*	15%	17%	14%	12%
At Masters Grade Level	2019	21%	17%	**7%**	*	7%	*	-	-	-	-	9%	*	8%	2%	7%	6%
	2018	21%	18%	**6%**	*	5%	20%	-	-	-	*	6%	*	5%	9%	5%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**99%**	-	99%	*	-	-	-	-	*	*	99%	100%	100%	100%
	2018	83%	81%	**100%**	-	100%	*	-	-	-	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	73%	**94%**	-	94%	*	-	-	-	-	*	*	95%	83%	95%	94%
	2018	55%	49%	**97%**	-	97%	*	-	-	-	-	-	-	97%	100%	100%	100%
At Masters Grade Level	2019	37%	46%	**65%**	-	64%	*	-	-	-	-	*	*	63%	83%	63%	75%
	2018	32%	27%	**75%**	-	74%	*	-	-	-	-	-	-	74%	80%	73%	71%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**71%**	60%	71%	92%	-	-	-	*	46%	61%	74%	61%	70%	69%
	2018	77%	74%	**68%**	52%	68%	64%	-	-	-	*	36%	67%	70%	58%	67%	65%
At Meets Grade Level or Above	2019	50%	45%	**36%**	20%	36%	50%	-	-	-	*	29%	35%	38%	30%	35%	35%
	2018	48%	42%	**31%**	26%	31%	40%	-	-	-	*	21%	17%	33%	26%	30%	29%
At Masters Grade Level	2019	24%	18%	**12%**	0%	12%	13%	-	-	-	*	7%	13%	13%	7%	11%	12%
	2018	22%	16%	**12%**	4%	12%	18%	-	-	-	*	7%	6%	12%	9%	11%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**76%**	57%	76%	88%	-	-	-	*	43%	71%	79%	62%	75%	73%
	2018	74%	69%	**73%**	50%	74%	73%	-	-	-	*	36%	80%	77%	60%	72%	71%
At Meets Grade Level or Above	2019	48%	42%	**42%**	29%	42%	38%	-	-	-	*	29%	14%	44%	32%	40%	39%
	2018	46%	39%	**38%**	25%	38%	53%	-	-	-	*	23%	0%	41%	29%	37%	35%
At Masters Grade Level	2019	21%	15%	**19%**	0%	19%	13%	-	-	-	*	6%	14%	20%	15%	18%	17%
	2018	19%	14%	**19%**	0%	19%	27%	-	-	-	*	6%	0%	21%	12%	18%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**78%**	71%	78%	100%	-	-	-	*	54%	57%	79%	72%	77%	76%
	2018	81%	80%	**76%**	75%	76%	60%	-	-	-	*	41%	60%	77%	70%	75%	75%
At Meets Grade Level or Above	2019	52%	47%	**41%**	14%	41%	50%	-	-	-	*	32%	43%	42%	35%	40%	40%
	2018	50%	43%	**32%**	38%	32%	40%	-	-	-	*	22%	20%	34%	26%	31%	30%
At Masters Grade Level	2019	26%	21%	**12%**	0%	12%	13%	-	-	-	*	10%	14%	13%	6%	10%	12%
	2018	24%	17%	**9%**	0%	9%	13%	-	-	-	*	6%	0%	9%	7%	8%	8%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**60%**	*	59%	83%	-	-	-	*	38%	40%	61%	52%	57%	58%
	2018	66%	62%	**57%**	40%	57%	80%	-	-	-	-	32%	*	59%	48%	56%	55%
At Meets Grade Level or Above	2019	38%	32%	**33%**	*	32%	67%	-	-	-	*	35%	40%	32%	37%	29%	30%
	2018	41%	35%	**24%**	20%	24%	20%	-	-	-	-	21%	*	25%	20%	23%	23%
At Masters Grade Level	2019	14%	10%	**6%**	*	6%	17%	-	-	-	*	5%	20%	7%	4%	5%	8%
	2018	13%	8%	**5%**	0%	5%	0%	-	-	-	-	11%	*	5%	3%	5%	4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

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

Total Students: 668
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**77%**	*	77%	*	-	-	-	-	54%	*	79%	66%	75%	74%
	2018	80%	78%	**70%**	*	71%	70%	-	-	-	*	31%	*	73%	59%	69%	64%
At Meets Grade Level or Above	2019	54%	50%	**37%**	*	37%	*	-	-	-	-	26%	*	39%	28%	36%	35%
	2018	51%	47%	**40%**	*	40%	50%	-	-	-	*	19%	*	42%	32%	38%	35%
At Masters Grade Level	2019	25%	19%	**9%**	*	10%	*	-	-	-	-	6%	*	10%	6%	10%	10%
	2018	23%	18%	**17%**	*	16%	20%	-	-	-	*	6%	*	18%	14%	15%	14%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**55%**	*	55%	*	-	-	-	-	40%	*	58%	38%	54%	53%
	2018	78%	79%	**50%**	*	51%	40%	-	-	-	*	31%	*	53%	40%	51%	43%
At Meets Grade Level or Above	2019	55%	54%	**19%**	*	19%	*	-	-	-	-	20%	*	21%	8%	17%	19%
	2018	53%	52%	**15%**	*	15%	20%	-	-	-	*	13%	*	15%	17%	14%	12%
At Masters Grade Level	2019	33%	30%	**7%**	*	7%	*	-	-	-	-	9%	*	8%	2%	7%	6%
	2018	31%	27%	**6%**	*	5%	20%	-	-	-	*	6%	*	5%	9%	5%	4%

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

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

Total Students: 668
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	77	**74**	*	74	58	-	-	-	*	58	50	74	75	74	73
	2018	76	77	**78**	60	78	100	-	-	-	-	48	*	79	71	77	82
Grade 7 Mathematics	2019	63	57	**65**	*	65	*	-	-	-	*	51	*	65	65	65	66
	2018	67	65	**70**	80	70	*	-	-	-	-	53	*	67	80	70	68
Grade 8 ELA/Reading	2019	77	75	**78**	*	78	*	-	-	-	-	77	*	79	77	78	75
	2018	79	78	**78**	*	79	67	-	-	-	*	73	*	77	84	77	78
Grade 8 Mathematics	2019	84	88	**86**	*	87	*	-	-	-	-	71	*	89	71	86	85
	2018	81	86	**83**	*	84	70	-	-	-	*	86	*	84	76	83	85
End of Course Algebra I	2019	75	88	**95**	-	95	*	-	-	-	-	*	*	96	80	96	94
	2018	72	68	**99**	-	99	*	-	-	-	-	-	-	98	100	100	100
All Grades Both Subjects	2019	69	69	**77**	68	77	69	-	-	-	*	64	57	78	72	77	76
	2018	69	68	**78**	72	79	75	-	-	-	*	60	80	79	78	78	79
All Grades ELA/Reading	2019	68	68	**76**	86	76	50	-	-	-	*	68	43	76	76	76	74
	2018	69	68	**78**	63	78	79	-	-	-	*	57	100	78	77	77	80
All Grades Mathematics	2019	70	70	**77**	50	78	88	-	-	-	*	61	71	79	68	77	77
	2018	70	69	**79**	81	79	71	-	-	-	*	63	60	79	79	79	79

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**48%**	*	48%	*	-	-	-	-	18%	48%	40%
	2018	38%	36%	**39%**	*	39%	*	-	-	-	*	24%	39%	35%
Mathematics	2019	45%	48%	**48%**	*	46%	*	-	-	-	*	26%	47%	38%
	2018	47%	48%	**50%**	*	50%	*	-	-	-	*	25%	49%	40%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**73%**	*	73%	*	-	-	-	-	32%	72%	45%
Students Requiring Accelerated Instruction	2019	22%	26%	**27%**	*	27%	*	-	-	-	-	68%	28%	55%
STAAR Cumulative Met Standard	2019	85%	83%	**80%**	*	81%	*	-	-	-	-	41%	80%	60%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	**74%**	*	74%	*	-	-	-	-	41%	73%	57%
Students Requiring Accelerated Instruction	2019	18%	16%	**26%**	*	26%	*	-	-	-	-	59%	27%	43%
STAAR Cumulative Met Standard	2019	88%	89%	**82%**	*	82%	*	-	-	-	-	48%	81%	66%

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

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

Total Students: 668
Grade Span: 07 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**71%**	*	-	*	-	-	50%	-	50%	49%	50%	50%
	2018	77%	74%	**68%**	-	-	-	-	-	41%	-	41%	43%	41%	41%
At Meets Grade Level or Above	2019	50%	45%	**36%**	*	-	*	-	-	16%	-	16%	13%	17%	16%
	2018	48%	42%	**31%**	-	-	-	-	-	10%	-	10%	14%	10%	10%
At Masters Grade Level	2019	24%	18%	**12%**	*	-	*	-	-	4%	-	4%	4%	4%	4%
	2018	22%	16%	**12%**	-	-	-	-	-	2%	-	2%	4%	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**76%**	*	-	*	-	-	52%	-	52%	65%	53%	54%
	2018	74%	69%	**73%**	-	-	-	-	-	44%	-	44%	50%	44%	44%
At Meets Grade Level or Above	2019	48%	42%	**42%**	*	-	*	-	-	17%	-	17%	10%	18%	17%
	2018	46%	39%	**38%**	-	-	-	-	-	12%	-	12%	14%	12%	12%
At Masters Grade Level	2019	21%	15%	**19%**	*	-	*	-	-	6%	-	6%	0%	7%	6%
	2018	19%	14%	**19%**	-	-	-	-	-	4%	-	4%	7%	4%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**78%**	*	-	*	-	-	61%	-	61%	53%	61%	60%
	2018	81%	80%	**76%**	-	-	-	-	-	56%	-	56%	53%	56%	56%
At Meets Grade Level or Above	2019	52%	47%	**41%**	*	-	*	-	-	24%	-	24%	26%	24%	24%
	2018	50%	43%	**32%**	-	-	-	-	-	15%	-	15%	20%	15%	15%
At Masters Grade Level	2019	26%	21%	**12%**	*	-	*	-	-	4%	-	4%	11%	5%	5%
	2018	24%	17%	**9%**	-	-	-	-	-	1%	-	1%	7%	1%	2%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**60%**	*	-	*	-	-	34%	-	34%	33%	35%	35%
	2018	66%	62%	**57%**	-	-	-	-	-	28%	-	28%	13%	28%	26%
At Meets Grade Level or Above	2019	38%	32%	**33%**	*	-	*	-	-	7%	-	7%	8%	8%	8%
	2018	41%	35%	**24%**	-	-	-	-	-	5%	-	5%	0%	5%	5%
At Masters Grade Level	2019	14%	10%	**6%**	*	-	*	-	-	0%	-	0%	8%	1%	2%
	2018	13%	8%	**5%**	-	-	-	-	-	1%	-	1%	0%	1%	1%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**77%**	-	-	-	-	-	56%	-	56%	63%	56%	56%
	2018	80%	78%	**70%**	-	-	-	-	-	37%	-	37%	50%	37%	38%
At Meets Grade Level or Above	2019	54%	50%	**37%**	-	-	-	-	-	15%	-	15%	13%	15%	15%
	2018	51%	47%	**40%**	-	-	-	-	-	11%	-	11%	33%	11%	13%
At Masters Grade Level	2019	25%	19%	**9%**	-	-	-	-	-	4%	-	4%	0%	4%	3%
	2018	23%	18%	**17%**	-	-	-	-	-	2%	-	2%	0%	2%	1%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**55%**	-	-	-	-	-	32%	-	32%	13%	32%	30%
	2018	78%	79%	**50%**	-	-	-	-	-	18%	-	18%	33%	18%	19%
At Meets Grade Level or Above	2019	55%	54%	**19%**	-	-	-	-	-	10%	-	10%	0%	10%	9%
	2018	53%	52%	**15%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
At Masters Grade Level	2019	33%	30%	**7%**	-	-	-	-	-	1%	-	1%	0%	1%	1%
	2018	31%	27%	**6%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**77%**	*	-	*	-	-	72%	-	72%	65%	72%	72%
	2018	69%	68%	**78%**	-	-	-	-	-	77%	-	77%	71%	77%	76%
All Grades ELA/Reading	2019	68%	68%	**76%**	*	-	*	-	-	72%	-	72%	80%	72%	73%
	2018	69%	68%	**78%**	-	-	-	-	-	80%	-	80%	64%	80%	79%
All Grades Mathematics	2019	70%	70%	**77%**	*	-	*	-	-	73%	-	73%	50%	73%	71%
	2018	70%	69%	**79%**	-	-	-	-	-	73%	-	73%	77%	73%	73%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**48%**	-	-	-	-	-	39%	-	39%	46%	39%	40%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	38%	36%	**39%**	-	-	-	-	-	33%	-	33%	55%	33%	35%
Mathematics	2019	45%	48%	**48%**	-	-	-	-	-	38%	-	38%	38%	38%	38%
	2018	47%	48%	**50%**	-	-	-	-	-	39%	-	39%	*	39%	40%

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

Total Students: 668
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%
Included in Accountability	94%	94%	**94%**	89%	94%	100%	-	*	-	*	96%	95%	90%
Not Included in Accountability													
Mobile	4%	3%	**5%**	11%	4%	0%	-	*	-	*	4%	4%	6%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	*	-	*	0%	1%	4%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	99%	100%	-	-	-	100%	97%	99%	100%
Included in Accountability	94%	94%	**94%**	100%	95%	77%	-	-	-	50%	87%	94%	94%
Not Included in Accountability													
Mobile	4%	4%	**5%**	0%	4%	23%	-	-	-	50%	10%	5%	4%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	1%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	-	-	0%	3%	1%	0%
Absent	1%	1%	**1%**	0%	1%	0%	-	-	-	0%	3%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%

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

Total Students: 668
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.3%**	90.7%	95.4%	92.5%	*	-	-	*	92.1%	95.2%	95.9%
2016-17	95.7%	94.6%	**95.5%**	80.1%	96.0%	90.9%	-	*	-	*	92.2%	95.7%	95.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2016-17	0.3%	0.2%	**0.2%**	0.0%	0.2%	0.0%	-	*	-	*	0.0%	0.2%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 668
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 668
Grade Span: 07 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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Total Students: 668
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	668	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	337	50.4%	7.2%	7.5%
Grade 8	331	49.6%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	9	1.3%	7.2%	12.6%
Hispanic	642	96.1%	83.4%	52.6%
White	14	2.1%	5.6%	27.4%
American Indian	1	0.1%	0.1%	0.4%
Asian	1	0.1%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	1	0.1%	0.6%	2.4%
Economically Disadvantaged	611	91.5%	86.3%	60.6%
Non-Educationally Disadvantaged	57	8.5%	13.7%	39.4%
Section 504 Students	35	5.2%	5.6%	6.5%
English Learners (EL)	203	30.4%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	13	1.8%	1.3%	1.4%
Students w/ Dyslexia	20	3.0%	4.1%	3.6%
At-Risk	451	67.5%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	80			
By Type of Primary Disability				
Students with Intellectual Disabilities	42	52.5%	44.2%	42.4%
Students with Physical Disabilities	*	*	16.3%	21.9%
Students with Autism	**	**	21.4%	13.7%
Students with Behavioral Disabilities	24	30.0%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	86	12.2%	15.6%	15.4%

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

Total Students: 668
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	5	0.7%		
Hispanic	71	10.1%		
White	8	1.1%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.7%	0.4%	0.6%	0.0%	0.0%	0.6%
Grade 8	1.4%	0.3%	0.4%	0.0%	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	17.5	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	18.9	15.7	17.8
Science	19.7	16.2	18.9
Social Studies	17.9	15.3	19.3

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

Total Students: 668
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	68.4	100.0%	100.0%	100.0%
Professional Staff:	56.9	83.2%	59.1%	64.1%
Teachers	48.4	70.8%	46.1%	49.8%
Professional Support	7.2	10.5%	9.6%	10.1%
Campus Administration (School Leadership)	1.3	1.9%	2.4%	3.0%
Educational Aides:	11.5	16.8%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,414.0
Part-time	1.0	n/a	9.0	572.0
Counselors				
Full-time	2.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	34.6	50.6%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	14.8	30.5%	10.1%	10.6%
Hispanic	8.0	16.5%	35.2%	27.7%
White	23.6	48.8%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	4.1%	1.1%	1.1%
Males	16.0	33.0%	24.4%	23.8%
Females	32.4	67.0%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	28.1	58.1%	76.3%	73.6%
Masters	20.3	41.9%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.1	6.3%	6.4%	7.0%
1-5 Years Experience	16.9	34.9%	35.0%	28.9%
6-10 Years Experience	10.0	20.7%	21.1%	19.0%
11-20 Years Experience	12.8	26.4%	26.5%	29.3%
Over 20 Years Experience	5.7	11.7%	10.9%	15.7%
Number of Students per Teacher	13.8	n/a	13.9	15.1

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

Total Students: 668
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	7.5	6.3
Average Years Experience of Principals with District	1.0	7.3	5.4
Average Years Experience of Assistant Principals	3.5	6.3	5.3
Average Years Experience of Assistant Principals with District	3.5	6.0	4.7
Average Years Experience of Teachers:	9.5	9.7	11.1
Average Years Experience of Teachers with District:	7.0	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$49,006	$51,929	$47,218
1-5 Years Experience	$55,669	$54,679	$50,408
6-10 Years Experience	$57,415	$56,719	$52,786
11-20 Years Experience	$59,201	$57,147	$56,041
Over 20 Years Experience	$64,949	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$57,627	$56,382	$54,122
Professional Support	$66,604	$70,595	$64,069
Campus Administration (School Leadership)	$102,360	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 668
Grade Span: 07 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	181	27.1%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	38	5.7%	5.3%	8.1%
Special Education	80	12.0%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.4%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	2.0	4.2%	1.9%	2.0%
Regular Education	38.7	79.9%	68.3%	71.4%
Special Education	7.5	15.5%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SAN JACINTO INT**

Campus Number: **101917045**

2019 Accountability Rating: **C**

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

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

Total Students: 678
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**75%**	70%	76%	75%	*	-	-	-	30%	-	74%	80%	74%	78%
	2018	74%	71%	**63%**	40%	64%	59%	*	*	-	*	26%	*	66%	52%	62%	63%
At Meets Grade Level or Above	2019	49%	43%	**43%**	40%	42%	50%	*	-	-	-	22%	-	41%	51%	42%	45%
	2018	48%	43%	**32%**	10%	32%	41%	*	*	-	*	14%	*	35%	22%	31%	30%
At Masters Grade Level	2019	29%	23%	**21%**	10%	21%	31%	*	-	-	-	8%	-	20%	23%	20%	20%
	2018	29%	24%	**14%**	10%	14%	23%	*	*	-	*	2%	*	14%	14%	13%	12%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**64%**	50%	64%	85%	-	-	-	-	43%	-	64%	65%	64%	68%
	2018	72%	71%	**58%**	56%	58%	63%	-	*	-	*	47%	*	59%	56%	59%	57%
At Meets Grade Level or Above	2019	43%	38%	**25%**	30%	24%	38%	-	-	-	-	16%	-	22%	33%	24%	31%
	2018	40%	33%	**13%**	0%	14%	6%	-	*	-	*	19%	*	14%	7%	12%	14%
At Masters Grade Level	2019	17%	9%	**4%**	0%	4%	0%	-	-	-	-	5%	-	3%	6%	4%	5%
	2018	18%	11%	**2%**	0%	3%	0%	-	*	-	*	2%	*	2%	4%	3%	2%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	67%	**68%**	60%	69%	63%	*	-	-	-	30%	-	67%	73%	68%	70%
	2018	69%	63%	**57%**	70%	57%	59%	*	*	-	*	16%	*	58%	55%	57%	52%
At Meets Grade Level or Above	2019	42%	34%	**29%**	20%	29%	38%	*	-	-	-	16%	-	26%	38%	26%	29%
	2018	43%	33%	**26%**	10%	24%	45%	*	*	-	*	11%	*	26%	22%	24%	21%
At Masters Grade Level	2019	18%	12%	**9%**	0%	10%	6%	*	-	-	-	8%	-	9%	10%	9%	10%
	2018	15%	8%	**5%**	0%	3%	18%	*	*	-	*	0%	*	5%	2%	4%	3%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**81%**	50%	82%	81%	*	*	-	*	46%	*	83%	70%	80%	81%
	2018	86%	84%	**78%**	78%	79%	72%	-	-	-	*	32%	*	82%	61%	77%	76%
At Meets Grade Level or Above	2019	55%	47%	**38%**	20%	38%	43%	*	*	-	*	18%	*	41%	26%	38%	35%
	2018	49%	44%	**39%**	33%	39%	50%	-	-	-	*	19%	*	42%	28%	39%	28%
At Masters Grade Level	2019	28%	21%	**12%**	0%	11%	14%	*	*	-	*	5%	*	13%	4%	10%	10%
	2018	27%	21%	**23%**	11%	23%	22%	-	-	-	*	5%	*	24%	15%	21%	15%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	**76%**	33%	77%	83%	*	*	-	*	35%	*	76%	75%	75%	74%
	2018	86%	91%	**85%**	100%	85%	83%	*	*	-	*	70%	*	86%	79%	84%	85%
At Meets Grade Level or Above	2019	57%	58%	**27%**	0%	28%	6%	*	*	-	*	19%	*	28%	19%	26%	23%
	2018	51%	56%	**43%**	40%	43%	39%	*	*	-	*	22%	*	46%	31%	42%	43%
At Masters Grade Level	2019	17%	16%	**6%**	0%	6%	0%	*	*	-	*	5%	*	7%	0%	5%	4%
	2018	15%	16%	**8%**	20%	6%	17%	*	*	-	*	3%	*	7%	12%	6%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	**63%**	30%	63%	70%	*	*	-	*	41%	*	66%	48%	62%	63%
	2018	76%	74%	**65%**	50%	65%	76%	-	-	-	*	40%	*	67%	54%	64%	63%
At Meets Grade Level or Above	2019	51%	44%	**27%**	0%	27%	40%	*	*	-	*	23%	*	28%	24%	26%	23%
	2018	52%	47%	**41%**	50%	40%	65%	-	-	-	*	20%	*	44%	28%	41%	34%
At Masters Grade Level	2019	25%	17%	**7%**	0%	7%	0%	*	*	-	*	5%	*	8%	4%	6%	6%

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

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

Total Students: 678
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	28%	23%	**20%**	38%	18%	35%	-	-	-	*	6%	*	21%	10%	17%	15%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	68%	**50%**	10%	51%	50%	*	*	-	*	31%	*	54%	33%	49%	46%
	2018	65%	66%	**53%**	50%	52%	71%	-	-	-	*	20%	*	55%	41%	51%	44%
At Meets Grade Level or Above	2019	37%	34%	**17%**	0%	17%	20%	*	*	-	*	21%	*	19%	6%	16%	14%
	2018	36%	34%	**31%**	38%	30%	47%	-	-	-	*	11%	*	32%	24%	29%	24%
At Masters Grade Level	2019	21%	17%	**7%**	0%	7%	10%	*	*	-	*	3%	*	8%	2%	6%	6%
	2018	21%	18%	**20%**	25%	19%	35%	-	-	-	*	6%	*	22%	10%	18%	14%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**96%**	*	97%	100%	*	*	-	-	*	-	97%	89%	96%	98%
	2018	83%	81%	**100%**	-	100%	100%	-	-	-	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	73%	**81%**	*	85%	67%	*	*	-	-	*	-	85%	56%	82%	81%
	2018	55%	49%	**94%**	-	94%	100%	-	-	-	-	-	-	94%	100%	93%	90%
At Masters Grade Level	2019	37%	46%	**51%**	*	51%	67%	*	*	-	-	*	-	54%	33%	50%	44%
	2018	32%	27%	**78%**	-	81%	40%	-	-	-	-	-	-	81%	40%	75%	72%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**69%**	44%	70%	73%	57%	100%	-	*	37%	*	70%	65%	68%	70%
	2018	77%	74%	**67%**	64%	67%	70%	*	83%	-	33%	35%	89%	69%	58%	66%	64%
At Meets Grade Level or Above	2019	50%	45%	**31%**	16%	31%	35%	14%	75%	-	*	20%	*	32%	29%	30%	30%
	2018	48%	42%	**35%**	25%	34%	44%	*	67%	-	7%	16%	53%	37%	24%	34%	29%
At Masters Grade Level	2019	24%	18%	**11%**	1%	11%	12%	0%	50%	-	*	6%	*	12%	8%	10%	10%
	2018	22%	16%	**15%**	14%	15%	22%	*	50%	-	0%	3%	16%	17%	10%	14%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**78%**	60%	79%	78%	*	*	-	*	38%	*	79%	76%	77%	80%
	2018	74%	69%	**71%**	58%	71%	65%	*	*	-	*	29%	100%	74%	56%	70%	69%
At Meets Grade Level or Above	2019	48%	42%	**40%**	30%	40%	46%	*	*	-	*	20%	*	41%	39%	40%	40%
	2018	46%	39%	**36%**	21%	36%	45%	*	*	-	*	16%	60%	38%	25%	35%	29%
At Masters Grade Level	2019	21%	15%	**16%**	5%	16%	22%	*	*	-	*	7%	*	17%	14%	15%	14%
	2018	19%	14%	**19%**	11%	19%	23%	*	*	-	*	4%	0%	19%	15%	17%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**74%**	45%	74%	86%	*	*	-	*	41%	*	74%	71%	73%	75%
	2018	81%	80%	**76%**	79%	76%	77%	*	*	-	*	58%	80%	78%	69%	76%	74%
At Meets Grade Level or Above	2019	52%	47%	**33%**	15%	33%	27%	*	*	-	*	20%	*	34%	29%	33%	34%
	2018	50%	43%	**37%**	21%	38%	33%	*	*	-	*	20%	60%	40%	23%	36%	35%
At Masters Grade Level	2019	26%	21%	**11%**	0%	11%	11%	*	*	-	*	8%	*	12%	5%	10%	10%
	2018	24%	17%	**13%**	11%	13%	13%	*	*	-	*	3%	20%	14%	9%	12%	11%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**68%**	60%	69%	63%	*	-	-	-	30%	-	67%	73%	68%	70%
	2018	66%	62%	**57%**	70%	57%	59%	*	*	-	*	16%	*	58%	55%	57%	52%
At Meets Grade Level or Above	2019	38%	32%	**29%**	20%	29%	38%	*	-	-	-	16%	-	26%	38%	26%	29%
	2018	41%	35%	**26%**	10%	24%	45%	*	*	-	*	11%	*	26%	22%	24%	21%
At Masters Grade Level	2019	14%	10%	**9%**	0%	10%	6%	*	-	-	-	8%	-	9%	10%	9%	10%
	2018	13%	8%	**5%**	0%	3%	18%	*	*	-	*	0%	*	5%	2%	4%	3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

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

Total Students: 678
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**63%**	30%	63%	70%	*	*	-	*	41%	*	66%	48%	62%	63%
	2018	80%	78%	**65%**	50%	65%	76%	-	-	-	*	40%	*	67%	54%	64%	63%
At Meets Grade Level or Above	2019	54%	50%	**27%**	0%	27%	40%	*	*	-	*	23%	*	28%	24%	26%	23%
	2018	51%	47%	**41%**	50%	40%	65%	-	-	-	*	20%	*	44%	28%	41%	34%
At Masters Grade Level	2019	25%	19%	**7%**	0%	7%	0%	*	*	-	*	5%	*	8%	4%	6%	6%
	2018	23%	18%	**20%**	38%	18%	35%	-	-	-	*	6%	*	21%	10%	17%	15%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**50%**	10%	51%	50%	*	*	-	*	31%	*	54%	33%	49%	46%
	2018	78%	79%	**53%**	50%	52%	71%	-	-	-	*	20%	*	55%	41%	51%	44%
At Meets Grade Level or Above	2019	55%	54%	**17%**	0%	17%	20%	*	*	-	*	21%	*	19%	6%	16%	14%
	2018	53%	52%	**31%**	38%	30%	47%	-	-	-	*	11%	*	32%	24%	29%	24%
At Masters Grade Level	2019	33%	30%	**7%**	0%	7%	10%	*	*	-	*	3%	*	8%	2%	6%	6%
	2018	31%	27%	**20%**	25%	19%	35%	-	-	-	*	6%	*	22%	10%	18%	14%

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

Total Students: 678
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	77	**78**	72	78	78	*	-	-	-	68	-	76	83	77	76
	2018	76	77	**75**	75	76	63	*	*	-	*	68	*	78	64	76	80
Grade 7 Mathematics	2019	63	57	**58**	50	57	81	-	-	-	-	39	-	57	62	57	60
	2018	67	65	**71**	72	71	64	-	*	-	*	55	*	73	62	71	72
Grade 8 ELA/Reading	2019	77	75	**73**	70	73	63	*	*	-	*	70	*	72	75	72	75
	2018	79	78	**77**	61	79	64	-	-	-	*	61	*	79	66	78	78
Grade 8 Mathematics	2019	84	88	**75**	65	76	66	*	*	-	*	67	*	75	72	74	75
	2018	81	86	**80**	80	80	75	*	-	-	*	75	*	80	78	80	79
End of Course Algebra I	2019	75	88	**82**	*	84	75	*	*	-	-	*	-	84	72	83	81
	2018	72	68	**92**	-	93	90	-	-	-	-	-	-	93	90	91	84
All Grades Both Subjects	2019	69	69	**71**	64	72	71	*	*	-	*	61	*	71	73	71	72
	2018	69	68	**77**	72	78	68	*	*	-	58	64	70	79	68	77	78
All Grades ELA/Reading	2019	68	68	**75**	71	76	70	*	*	-	*	69	*	74	80	75	76
	2018	69	68	**76**	68	77	63	*	*	-	*	64	60	79	65	77	79
All Grades Mathematics	2019	70	70	**68**	58	68	71	*	*	-	*	53	*	68	67	67	69
	2018	70	69	**78**	76	78	73	*	*	-	*	64	80	79	71	77	77

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**50%**	30%	50%	55%	-	-	-	-	23%	48%	46%
	2018	38%	36%	**38%**	*	38%	46%	-	-	-	*	11%	37%	30%
Mathematics	2019	45%	48%	**40%**	20%	40%	71%	-	-	-	-	18%	39%	34%
	2018	47%	48%	**50%**	*	50%	50%	-	-	-	*	36%	49%	38%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**69%**	40%	70%	71%	*	*	-	*	36%	68%	41%
Students Requiring Accelerated Instruction	2019	22%	26%	**31%**	60%	30%	29%	*	*	-	*	64%	32%	59%
STAAR Cumulative Met Standard	2019	85%	83%	**80%**	50%	81%	81%	*	*	-	*	42%	79%	61%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	**63%**	22%	63%	72%	*	*	-	*	21%	62%	41%
Students Requiring Accelerated Instruction	2019	18%	16%	**37%**	78%	37%	28%	*	*	-	*	79%	38%	59%
STAAR Cumulative Met Standard	2019	88%	89%	**75%**	33%	75%	83%	*	*	-	*	27%	74%	56%

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

Total Students: 678
Grade Span: 07 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**69%**	86%	-	86%	-	-	47%	-	47%	32%	47%	45%
	2018	77%	74%	**67%**	-	-	-	-	-	39%	-	39%	41%	39%	39%
At Meets Grade Level or Above	2019	50%	45%	**31%**	43%	-	43%	-	-	11%	-	11%	8%	12%	11%
	2018	48%	42%	**35%**	-	-	-	-	-	11%	-	11%	7%	11%	10%
At Masters Grade Level	2019	24%	18%	**11%**	0%	-	0%	-	-	2%	-	2%	0%	2%	2%
	2018	22%	16%	**15%**	-	-	-	-	-	2%	-	2%	0%	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**78%**	*	-	*	-	-	61%	-	61%	32%	62%	57%
	2018	74%	69%	**71%**	-	-	-	-	-	38%	-	38%	59%	38%	40%
At Meets Grade Level or Above	2019	48%	42%	**40%**	*	-	*	-	-	14%	-	14%	11%	15%	14%
	2018	46%	39%	**36%**	-	-	-	-	-	8%	-	8%	12%	8%	9%
At Masters Grade Level	2019	21%	15%	**16%**	*	-	*	-	-	5%	-	5%	0%	5%	4%
	2018	19%	14%	**19%**	-	-	-	-	-	2%	-	2%	0%	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**74%**	*	-	*	-	-	57%	-	57%	47%	58%	57%
	2018	81%	80%	**76%**	-	-	-	-	-	54%	-	54%	61%	54%	55%
At Meets Grade Level or Above	2019	52%	47%	**33%**	*	-	*	-	-	17%	-	17%	11%	17%	16%
	2018	50%	43%	**37%**	-	-	-	-	-	17%	-	17%	11%	17%	16%
At Masters Grade Level	2019	26%	21%	**11%**	*	-	*	-	-	3%	-	3%	0%	3%	2%
	2018	24%	17%	**13%**	-	-	-	-	-	4%	-	4%	0%	4%	3%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**68%**	*	-	*	-	-	51%	-	51%	18%	53%	45%
	2018	66%	62%	**57%**	-	-	-	-	-	30%	-	30%	22%	30%	30%
At Meets Grade Level or Above	2019	38%	32%	**29%**	*	-	*	-	-	13%	-	13%	0%	15%	12%
	2018	41%	35%	**26%**	-	-	-	-	-	7%	-	7%	0%	7%	7%
At Masters Grade Level	2019	14%	10%	**9%**	*	-	*	-	-	3%	-	3%	0%	3%	2%
	2018	13%	8%	**5%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**63%**	*	-	*	-	-	35%	-	35%	25%	36%	35%
	2018	80%	78%	**65%**	-	-	-	-	-	32%	-	32%	22%	32%	31%
At Meets Grade Level or Above	2019	54%	50%	**27%**	*	-	*	-	-	4%	-	4%	0%	4%	4%
	2018	51%	47%	**41%**	-	-	-	-	-	12%	-	12%	0%	12%	10%
At Masters Grade Level	2019	25%	19%	**7%**	*	-	*	-	-	0%	-	0%	0%	0%	0%
	2018	23%	18%	**20%**	-	-	-	-	-	4%	-	4%	0%	4%	3%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**50%**	*	-	*	-	-	16%	-	16%	25%	16%	17%
	2018	78%	79%	**53%**	-	-	-	-	-	19%	-	19%	0%	19%	16%
At Meets Grade Level or Above	2019	55%	54%	**17%**	*	-	*	-	-	3%	-	3%	13%	3%	4%
	2018	53%	52%	**31%**	-	-	-	-	-	6%	-	6%	0%	6%	5%
At Masters Grade Level	2019	33%	30%	**7%**	*	-	*	-	-	0%	-	0%	0%	0%	0%
	2018	31%	27%	**20%**	-	-	-	-	-	2%	-	2%	0%	2%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**71%**	*	-	*	-	-	72%	-	72%	65%	71%	70%
	2018	69%	68%	**77%**	-	-	-	-	-	77%	-	77%	75%	77%	77%
All Grades ELA/Reading	2019	68%	68%	**75%**	*	-	*	-	-	80%	-	80%	72%	80%	79%
	2018	69%	68%	**76%**	-	-	-	-	-	77%	-	77%	76%	77%	77%
All Grades Mathematics	2019	70%	70%	**68%**	*	-	*	-	-	63%	-	63%	58%	62%	62%
	2018	70%	69%	**78%**	-	-	-	-	-	76%	-	76%	74%	76%	76%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**50%**	-	-	-	-	-	51%	-	51%	20%	51%	46%

TEXAS EDUCATION AGENCY

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

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

Total Students: 678
Grade Span: 07 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	36%	**38%**	-	-	-	-	-	28%	-	28%	46%	28%	30%
	2019	45%	48%	**40%**	-	-	-	-	-	32%	-	32%	42%	32%	34%
	2018	47%	48%	**50%**	-	-	-	-	-	36%	-	36%	63%	36%	38%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

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

Total Students: 678
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	100%	97%	100%	100%	-	*	100%	99%	99%
Included in Accountability	94%	94%	**94%**	85%	94%	91%	100%	100%	-	*	95%	95%	88%
Not Included in Accountability													
Mobile	4%	3%	**5%**	15%	5%	6%	0%	0%	-	*	5%	4%	6%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	0%	0%	-	*	0%	1%	5%
Not Tested	1%	1%	**1%**	0%	0%	3%	0%	0%	-	*	0%	1%	1%
Absent	1%	1%	**1%**	0%	0%	3%	0%	0%	-	*	0%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	97%	100%	99%	*	100%	-	100%	99%	99%	99%
Included in Accountability	94%	94%	**94%**	89%	94%	96%	*	100%	-	100%	95%	94%	90%
Not Included in Accountability													
Mobile	4%	4%	**5%**	8%	5%	3%	*	0%	-	0%	3%	4%	5%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	0%	-	0%	1%	1%	4%
Not Tested	1%	1%	**0%**	3%	0%	1%	*	0%	-	0%	1%	1%	1%
Absent	1%	1%	**0%**	3%	0%	1%	*	0%	-	0%	1%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

Total Students: 678
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**94.8%**	93.5%	95.1%	91.5%	*	*	-	*	92.6%	94.8%	95.0%
2016-17	95.7%	94.6%	**95.0%**	90.5%	95.2%	93.0%	*	-	-	*	90.8%	95.0%	94.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**0.5%**	0.0%	0.4%	2.0%	*	*	-	*	0.0%	0.4%	1.2%
2016-17	0.3%	0.2%	**0.4%**	4.2%	0.1%	0.0%	*	-	-	*	2.4%	0.4%	0.6%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 678
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 678
Grade Span: 07 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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Total Students: 678
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Campus Number: 101917045

Total Students: 678
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
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Total Students: 678
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
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Total Students: 678
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 678
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	678	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	335	49.4%	7.2%	7.5%
Grade 8	343	50.6%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	25	3.7%	7.2%	12.6%
Hispanic	600	88.5%	83.4%	52.6%
White	46	6.8%	5.6%	27.4%
American Indian	3	0.4%	0.1%	0.4%
Asian	2	0.3%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	2	0.3%	0.6%	2.4%
Economically Disadvantaged	621	91.6%	86.3%	60.6%
Non-Educationally Disadvantaged	57	8.4%	13.7%	39.4%
Section 504 Students	49	7.2%	5.6%	6.5%
English Learners (EL)	145	21.4%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	30	4.0%	1.3%	1.4%
Students w/ Dyslexia	34	5.0%	4.1%	3.6%
At-Risk	451	66.5%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	81			
By Type of Primary Disability				
Students with Intellectual Disabilities	36	44.4%	44.2%	42.4%
Students with Physical Disabilities	*	*	16.3%	21.9%
Students with Autism	**	**	21.4%	13.7%
Students with Behavioral Disabilities	25	30.9%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	111	14.7%	15.6%	15.4%

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

Total Students: 678
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	9	1.2%		
Hispanic	89	11.8%		
White	11	1.5%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.3%	0.4%	0.6%	0.0%	0.0%	0.6%
Grade 8	1.0%	0.3%	0.4%	2.8%	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	17.2	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	17.7	15.7	17.8
Science	18.2	16.2	18.9
Social Studies	17.7	15.3	19.3

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 678
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	72.8	100.0%	100.0%	100.0%
Professional Staff:	59.9	82.3%	59.1%	64.1%
Teachers	49.0	67.3%	46.1%	49.8%
Professional Support	7.9	10.9%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	4.1%	2.4%	3.0%
Educational Aides:	12.9	17.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,414.0
Part-time	1.0	n/a	9.0	572.0
Counselors				
Full-time	2.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	24.5	33.6%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	4.3	8.8%	10.1%	10.6%
Hispanic	7.0	14.3%	35.2%	27.7%
White	36.7	74.8%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	22.4	45.7%	24.4%	23.8%
Females	26.6	54.3%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	38.1	77.8%	76.3%	73.6%
Masters	8.9	18.1%	21.8%	24.3%
Doctorate	2.0	4.1%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.1%	6.4%	7.0%
1-5 Years Experience	23.8	48.6%	35.0%	28.9%
6-10 Years Experience	9.5	19.4%	21.1%	19.0%
11-20 Years Experience	12.7	25.9%	26.5%	29.3%
Over 20 Years Experience	1.0	2.0%	10.9%	15.7%
Number of Students per Teacher	13.8	n/a	13.9	15.1

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

Total Students: 678
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	7.5	6.3
Average Years Experience of Principals with District	11.0	7.3	5.4
Average Years Experience of Assistant Principals	2.0	6.3	5.3
Average Years Experience of Assistant Principals with District	2.0	6.0	4.7
Average Years Experience of Teachers:	7.2	9.7	11.1
Average Years Experience of Teachers with District:	4.6	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,648	$51,929	$47,218
1-5 Years Experience	$54,221	$54,679	$50,408
6-10 Years Experience	$57,403	$56,719	$52,786
11-20 Years Experience	$56,499	$57,147	$56,041
Over 20 Years Experience	$69,778	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,600	$56,382	$54,122
Professional Support	$64,741	$70,595	$64,069
Campus Administration (School Leadership)	$90,799	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

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

Total Students: 678
Grade Span: 07 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	125	18.4%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	36	5.3%	5.3%	8.1%
Special Education	81	11.9%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.5%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.4	0.8%	0.2%	2.7%
Gifted & Talented Education	2.2	4.5%	1.9%	2.0%
Regular Education	37.4	76.3%	68.3%	71.4%
Special Education	8.8	17.9%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH HOUSTON INT**

Campus Number: **101917046**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

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

Total Students: 677
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**75%**	73%	74%	*	-	*	-	*	44%	70%	77%	68%	74%	76%
	2018	74%	71%	**80%**	75%	79%	100%	-	*	-	*	61%	83%	82%	72%	79%	80%
At Meets Grade Level or Above	2019	49%	43%	**40%**	27%	40%	*	-	*	-	*	37%	20%	40%	39%	39%	38%
	2018	48%	43%	**48%**	29%	50%	67%	-	*	-	*	50%	17%	52%	38%	47%	49%
At Masters Grade Level	2019	29%	23%	**18%**	12%	18%	*	-	*	-	*	15%	20%	19%	15%	18%	18%
	2018	29%	24%	**29%**	25%	29%	50%	-	*	-	*	43%	17%	33%	19%	28%	27%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**70%**	62%	70%	*	-	*	-	*	52%	80%	71%	68%	70%	70%
	2018	72%	71%	**62%**	56%	62%	67%	-	-	-	*	55%	57%	66%	51%	62%	64%
At Meets Grade Level or Above	2019	43%	38%	**30%**	19%	31%	*	-	*	-	*	37%	20%	28%	33%	30%	29%
	2018	40%	33%	**23%**	22%	22%	50%	-	-	-	*	36%	0%	23%	22%	23%	21%
At Masters Grade Level	2019	17%	9%	**8%**	12%	7%	*	-	*	-	*	26%	10%	5%	15%	8%	5%
	2018	18%	11%	**6%**	7%	6%	0%	-	-	-	*	20%	0%	6%	7%	6%	5%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	67%	**69%**	62%	69%	*	-	*	-	*	41%	60%	72%	61%	68%	68%
	2018	69%	63%	**62%**	44%	63%	67%	-	*	-	*	38%	25%	66%	51%	63%	60%
At Meets Grade Level or Above	2019	42%	34%	**35%**	31%	34%	*	-	*	-	*	30%	10%	34%	35%	34%	34%
	2018	43%	33%	**34%**	19%	35%	50%	-	*	-	*	29%	0%	37%	25%	33%	33%
At Masters Grade Level	2019	18%	12%	**9%**	12%	9%	*	-	*	-	*	15%	0%	9%	11%	9%	7%
	2018	15%	8%	**10%**	7%	10%	17%	-	*	-	*	22%	0%	12%	6%	10%	9%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**88%**	83%	88%	100%	-	*	*	*	62%	86%	91%	80%	89%	89%
	2018	86%	84%	**80%**	68%	81%	64%	-	*	-	*	46%	*	82%	72%	79%	80%
At Meets Grade Level or Above	2019	55%	47%	**48%**	33%	50%	33%	-	*	*	*	31%	0%	55%	28%	48%	47%
	2018	49%	44%	**42%**	22%	44%	36%	-	*	-	*	28%	*	44%	35%	40%	41%
At Masters Grade Level	2019	28%	21%	**22%**	17%	22%	33%	-	*	*	*	19%	0%	24%	16%	22%	19%
	2018	27%	21%	**21%**	14%	21%	18%	-	*	-	*	20%	*	22%	18%	19%	19%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	**95%**	90%	95%	100%	-	*	*	*	79%	86%	96%	94%	95%	96%
	2018	86%	91%	**94%**	94%	94%	80%	-	*	-	*	76%	*	94%	93%	94%	96%
At Meets Grade Level or Above	2019	57%	58%	**71%**	60%	71%	100%	-	*	*	*	52%	43%	73%	65%	71%	72%
	2018	51%	56%	**71%**	63%	73%	30%	-	*	-	*	55%	*	72%	65%	69%	76%
At Masters Grade Level	2019	17%	16%	**19%**	7%	19%	57%	-	*	*	*	31%	0%	20%	16%	19%	21%
	2018	15%	16%	**24%**	19%	25%	20%	-	*	-	*	30%	*	26%	19%	23%	25%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	**82%**	80%	83%	100%	-	*	*	*	53%	86%	85%	73%	82%	81%
	2018	76%	74%	**79%**	64%	80%	82%	-	*	-	*	60%	*	82%	71%	78%	81%
At Meets Grade Level or Above	2019	51%	44%	**46%**	30%	47%	67%	-	*	*	*	48%	29%	51%	32%	46%	48%
	2018	52%	47%	**53%**	28%	56%	36%	-	*	-	*	27%	*	57%	43%	51%	53%
At Masters Grade Level	2019	25%	17%	**24%**	13%	25%	33%	-	*	*	*	33%	14%	28%	12%	23%	24%

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

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

Total Students: 677
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	28%	23%	**30%**	11%	32%	18%	-	*	-	*	22%	*	34%	19%	28%	28%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	68%	**84%**	77%	85%	83%	-	*	*	*	68%	86%	88%	71%	83%	85%
	2018	65%	66%	**90%**	83%	90%	100%	-	*	-	*	68%	*	90%	88%	89%	92%
At Meets Grade Level or Above	2019	37%	34%	**47%**	33%	48%	67%	-	*	*	*	40%	29%	53%	31%	47%	48%
	2018	36%	34%	**63%**	43%	65%	50%	-	*	-	*	48%	*	66%	51%	61%	67%
At Masters Grade Level	2019	21%	17%	**27%**	13%	27%	67%	-	*	*	*	33%	14%	31%	15%	27%	26%
	2018	21%	18%	**38%**	20%	40%	13%	-	*	-	*	40%	*	43%	22%	37%	43%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**100%**	-	100%	-	-	*	-	-	-	-	100%	*	100%	100%
	2018	83%	81%	**100%**	*	100%	-	-	*	-	-	-	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	73%	**95%**	-	95%	-	-	*	-	-	-	-	95%	*	95%	93%
	2018	55%	49%	**100%**	*	100%	-	-	*	-	-	-	*	100%	100%	100%	100%
At Masters Grade Level	2019	37%	46%	**79%**	-	79%	-	-	*	-	-	-	-	81%	*	79%	73%
	2018	32%	27%	**89%**	*	91%	-	-	*	-	-	-	*	92%	75%	87%	89%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**81%**	76%	81%	97%	-	100%	*	71%	59%	78%	83%	74%	81%	81%
	2018	77%	74%	**79%**	70%	79%	79%	-	100%	-	92%	56%	62%	81%	72%	78%	79%
At Meets Grade Level or Above	2019	50%	45%	**46%**	34%	47%	69%	-	71%	*	29%	40%	21%	49%	38%	46%	46%
	2018	48%	42%	**49%**	33%	51%	43%	-	100%	-	50%	37%	23%	52%	41%	48%	50%
At Masters Grade Level	2019	24%	18%	**19%**	12%	19%	42%	-	59%	*	14%	25%	9%	21%	14%	19%	19%
	2018	22%	16%	**25%**	15%	25%	19%	-	93%	-	25%	26%	23%	27%	17%	23%	24%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**82%**	79%	81%	100%	-	100%	*	*	55%	76%	84%	74%	81%	83%
	2018	74%	69%	**80%**	70%	81%	76%	-	*	-	*	51%	86%	82%	72%	79%	80%
At Meets Grade Level or Above	2019	48%	42%	**44%**	30%	45%	50%	-	60%	*	*	33%	12%	48%	34%	44%	42%
	2018	46%	39%	**45%**	25%	46%	47%	-	*	-	*	36%	29%	48%	36%	43%	45%
At Masters Grade Level	2019	21%	15%	**20%**	14%	20%	40%	-	60%	*	*	17%	12%	22%	16%	20%	19%
	2018	19%	14%	**25%**	18%	25%	29%	-	*	-	*	28%	29%	27%	19%	23%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**84%**	77%	84%	100%	-	100%	*	*	68%	82%	85%	81%	84%	85%
	2018	81%	80%	**81%**	77%	81%	75%	-	*	-	*	64%	67%	83%	74%	81%	83%
At Meets Grade Level or Above	2019	52%	47%	**54%**	41%	55%	80%	-	80%	*	*	46%	29%	55%	50%	54%	55%
	2018	50%	43%	**53%**	47%	54%	38%	-	*	-	*	44%	22%	55%	48%	52%	55%
At Masters Grade Level	2019	26%	21%	**18%**	9%	18%	50%	-	60%	*	*	29%	6%	19%	16%	18%	18%
	2018	24%	17%	**23%**	15%	24%	13%	-	*	-	*	25%	22%	25%	17%	22%	23%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**69%**	62%	69%	*	-	*	-	*	41%	60%	72%	61%	68%	68%
	2018	66%	62%	**62%**	44%	63%	67%	-	*	-	*	38%	25%	66%	51%	63%	60%
At Meets Grade Level or Above	2019	38%	32%	**35%**	31%	34%	*	-	*	-	*	30%	10%	34%	35%	34%	34%
	2018	41%	35%	**34%**	19%	35%	50%	-	*	-	*	29%	0%	37%	25%	33%	33%
At Masters Grade Level	2019	14%	10%	**9%**	12%	9%	*	-	*	-	*	15%	0%	9%	11%	9%	7%
	2018	13%	8%	**10%**	7%	10%	17%	-	*	-	*	22%	0%	12%	6%	10%	9%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

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

Total Students: 677
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**82%**	80%	83%	100%	-	*	*	*	53%	86%	85%	73%	82%	81%
	2018	80%	78%	**79%**	64%	80%	82%	-	*	-	*	60%	*	82%	71%	78%	81%
At Meets Grade Level or Above	2019	54%	50%	**46%**	30%	47%	67%	-	*	*	*	48%	29%	51%	32%	46%	48%
	2018	51%	47%	**53%**	28%	56%	36%	-	*	-	*	27%	*	57%	43%	51%	53%
At Masters Grade Level	2019	25%	19%	**24%**	13%	25%	33%	-	*	*	*	33%	14%	28%	12%	23%	24%
	2018	23%	18%	**30%**	11%	32%	18%	-	*	-	*	22%	*	34%	19%	28%	28%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**84%**	77%	85%	83%	-	*	*	*	68%	86%	88%	71%	83%	85%
	2018	78%	79%	**90%**	83%	90%	100%	-	*	-	*	68%	*	90%	88%	89%	92%
At Meets Grade Level or Above	2019	55%	54%	**47%**	33%	48%	67%	-	*	*	*	40%	29%	53%	31%	47%	48%
	2018	53%	52%	**63%**	43%	65%	50%	-	*	-	*	48%	*	66%	51%	61%	67%
At Masters Grade Level	2019	33%	30%	**27%**	13%	27%	67%	-	*	*	*	33%	14%	31%	15%	27%	26%
	2018	31%	27%	**38%**	20%	40%	13%	-	*	-	*	40%	*	43%	22%	37%	43%

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

Total Students: 677
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	77	**79**	77	78	*	-	*	-	*	85	78	81	72	78	79
	2018	76	77	**81**	83	80	92	-	*	-	*	85	83	82	78	81	81
Grade 7 Mathematics	2019	63	57	**64**	58	64	*	-	*	-	*	63	72	63	68	64	63
	2018	67	65	**72**	74	72	67	-	-	-	*	76	86	73	67	73	74
Grade 8 ELA/Reading	2019	77	75	**75**	75	75	67	-	*	*	*	76	58	73	81	75	73
	2018	79	78	**74**	78	73	64	-	*	-	*	67	*	73	77	73	72
Grade 8 Mathematics	2019	84	88	**93**	88	93	100	-	*	*	*	90	75	94	91	93	96
	2018	81	86	**92**	98	93	67	-	*	-	*	84	*	93	92	93	93
End of Course Algebra I	2019	75	88	**93**	-	93	-	-	*	-	-	-	-	93	*	92	93
	2018	72	68	**94**	*	96	-	-	*	-	-	-	*	98	75	93	97
All Grades Both Subjects	2019	69	69	**78**	75	78	85	-	95	*	*	79	72	79	78	78	79
	2018	69	68	**80**	82	80	70	-	100	-	71	76	88	81	78	80	81
All Grades ELA/Reading	2019	68	68	**77**	76	77	80	-	100	*	*	79	70	77	76	77	76
	2018	69	68	**77**	80	76	74	-	*	-	*	73	86	77	77	76	76
All Grades Mathematics	2019	70	70	**80**	75	80	90	-	90	*	*	80	73	80	80	80	81
	2018	70	69	**84**	85	84	67	-	*	-	*	80	89	86	79	84	86

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

Total Students: 677
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**54%**	62%	53%	-	-	*	-	-	28%	54%	54%
	2018	38%	36%	**47%**	46%	46%	*	-	-	-	-	33%	46%	41%
Mathematics	2019	45%	48%	**64%**	55%	64%	*	-	*	-	*	49%	65%	60%
	2018	47%	48%	**57%**	68%	55%	*	-	-	-	*	40%	57%	50%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**74%**	64%	74%	100%	-	*	*	*	26%	73%	36%
Students Requiring Accelerated Instruction	2019	22%	26%	**26%**	36%	26%	0%	-	*	*	*	74%	27%	64%
STAAR Cumulative Met Standard	2019	85%	83%	**87%**	82%	87%	100%	-	*	*	*	48%	88%	73%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	**93%**	82%	93%	100%	-	*	*	*	65%	92%	89%
Students Requiring Accelerated Instruction	2019	18%	16%	**7%**	18%	7%	0%	-	*	*	*	35%	8%	11%
STAAR Cumulative Met Standard	2019	88%	89%	**95%**	89%	95%	100%	-	*	*	*	71%	95%	93%

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

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

Total Students: 677
Grade Span: 07 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**81%**	*	-	*	-	-	68%	-	68%	37%	68%	66%
	2018	77%	74%	**79%**	-	-	-	-	-	54%	83%	54%	55%	54%	54%
At Meets Grade Level or Above	2019	50%	45%	**46%**	*	-	*	-	-	22%	-	22%	16%	23%	22%
	2018	48%	42%	**49%**	-	-	-	-	-	19%	0%	19%	19%	19%	19%
At Masters Grade Level	2019	24%	18%	**19%**	*	-	*	-	-	5%	-	5%	3%	5%	5%
	2018	22%	16%	**25%**	-	-	-	-	-	6%	0%	6%	6%	6%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**82%**	*	-	*	-	-	70%	-	70%	20%	70%	67%
	2018	74%	69%	**80%**	-	-	-	-	-	54%	*	54%	40%	54%	53%
At Meets Grade Level or Above	2019	48%	42%	**44%**	*	-	*	-	-	15%	-	15%	0%	16%	15%
	2018	46%	39%	**45%**	-	-	-	-	-	13%	*	13%	13%	13%	13%
At Masters Grade Level	2019	21%	15%	**20%**	*	-	*	-	-	3%	-	3%	0%	3%	2%
	2018	19%	14%	**25%**	-	-	-	-	-	4%	*	4%	7%	4%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**84%**	*	-	*	-	-	76%	-	76%	50%	76%	74%
	2018	81%	80%	**81%**	-	-	-	-	-	65%	*	64%	73%	65%	66%
At Meets Grade Level or Above	2019	52%	47%	**54%**	*	-	*	-	-	35%	-	35%	30%	36%	35%
	2018	50%	43%	**53%**	-	-	-	-	-	27%	*	27%	40%	27%	28%
At Masters Grade Level	2019	26%	21%	**18%**	*	-	*	-	-	8%	-	8%	0%	8%	8%
	2018	24%	17%	**23%**	-	-	-	-	-	6%	*	6%	13%	6%	7%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**69%**	-	-	-	-	-	51%	-	51%	*	51%	51%
	2018	66%	62%	**62%**	-	-	-	-	-	30%	*	30%	33%	30%	30%
At Meets Grade Level or Above	2019	38%	32%	**35%**	-	-	-	-	-	14%	-	14%	*	14%	13%
	2018	41%	35%	**34%**	-	-	-	-	-	9%	*	9%	22%	9%	10%
At Masters Grade Level	2019	14%	10%	**9%**	-	-	-	-	-	1%	-	1%	*	1%	1%
	2018	13%	8%	**10%**	-	-	-	-	-	3%	*	3%	0%	3%	2%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**82%**	*	-	*	-	-	63%	-	63%	25%	63%	59%
	2018	80%	78%	**79%**	-	-	-	-	-	55%	*	54%	50%	55%	55%
At Meets Grade Level or Above	2019	54%	50%	**46%**	*	-	*	-	-	22%	-	22%	13%	24%	22%
	2018	51%	47%	**53%**	-	-	-	-	-	17%	*	18%	0%	17%	15%
At Masters Grade Level	2019	25%	19%	**24%**	*	-	*	-	-	6%	-	6%	0%	6%	5%
	2018	23%	18%	**30%**	-	-	-	-	-	5%	*	5%	0%	5%	5%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**84%**	*	-	*	-	-	72%	-	72%	50%	73%	70%
	2018	78%	79%	**90%**	-	-	-	-	-	72%	*	71%	83%	72%	74%
At Meets Grade Level or Above	2019	55%	54%	**47%**	*	-	*	-	-	20%	-	20%	25%	21%	22%
	2018	53%	52%	**63%**	-	-	-	-	-	34%	*	36%	0%	34%	29%
At Masters Grade Level	2019	33%	30%	**27%**	*	-	*	-	-	11%	-	11%	13%	11%	11%
	2018	31%	27%	**38%**	-	-	-	-	-	17%	*	18%	0%	17%	14%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**78%**	*	-	*	-	-	79%	-	79%	58%	79%	78%
	2018	69%	68%	**80%**	-	-	-	-	-	76%	*	76%	78%	76%	76%
All Grades ELA/Reading	2019	68%	68%	**77%**	*	-	*	-	-	81%	-	81%	61%	81%	79%
	2018	69%	68%	**77%**	-	-	-	-	-	73%	*	73%	80%	73%	74%
All Grades Mathematics	2019	70%	70%	**80%**	*	-	*	-	-	77%	-	77%	56%	77%	76%
	2018	70%	69%	**84%**	-	-	-	-	-	79%	*	79%	77%	79%	79%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**54%**	-	-	-	-	-	57%	-	57%	13%	57%	54%

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

Total Students: 677
Grade Span: 07 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	36%	**47%**	-	-	-	-	-	41%	*	40%	38%	41%	41%
	2019	45%	48%	**64%**	-	-	-	-	-	62%	-	62%	40%	62%	60%
	2018	47%	48%	**57%**	-	-	-	-	-	49%	*	48%	*	49%	50%

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

Total Students: 677
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	99%	99%	100%	-	100%	*	100%	97%	99%	100%
Included in Accountability	94%	94%	**93%**	88%	94%	100%	-	100%	*	100%	94%	94%	89%
Not Included in Accountability													
Mobile	4%	3%	**4%**	11%	4%	0%	-	0%	*	0%	3%	4%	6%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	0%	*	0%	0%	1%	5%
Not Tested	1%	1%	**1%**	1%	1%	0%	-	0%	*	0%	3%	1%	0%
Absent	1%	1%	**1%**	1%	1%	0%	-	0%	*	0%	3%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	99%	98%	*	100%	-	100%	99%	99%	99%
Included in Accountability	94%	94%	**93%**	94%	93%	94%	*	79%	-	100%	95%	93%	84%
Not Included in Accountability													
Mobile	4%	4%	**5%**	6%	5%	5%	*	0%	-	0%	4%	5%	9%
Other Exclusions	1%	2%	**1%**	0%	2%	0%	*	21%	-	0%	0%	2%	7%
Not Tested	1%	1%	**1%**	0%	1%	2%	*	0%	-	0%	1%	1%	1%
Absent	1%	1%	**1%**	0%	1%	2%	*	0%	-	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

Total Students: 677
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.0%**	93.2%	95.2%	93.0%	*	*	-	*	93.3%	95.1%	95.8%
2016-17	95.7%	94.6%	**95.7%**	94.8%	95.8%	96.4%	-	98.8%	-	*	95.5%	95.7%	96.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**0.4%**	1.2%	0.3%	0.0%	*	0.0%	-	0.0%	1.0%	0.4%	0.5%
2016-17	0.3%	0.2%	**0.4%**	0.0%	0.4%	0.0%	-	0.0%	-	*	0.0%	0.3%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 677
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 677
Grade Span: 07 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
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Total Students: 677
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 677
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 677
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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 677
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 677
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 677
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	677	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	338	49.9%	7.2%	7.5%
Grade 8	339	50.1%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	63	9.3%	7.2%	12.6%
Hispanic	595	87.9%	83.4%	52.6%
White	11	1.6%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	6	0.9%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	2	0.3%	0.6%	2.4%
Economically Disadvantaged	639	94.4%	86.3%	60.6%
Non-Educationally Disadvantaged	38	5.6%	13.7%	39.4%
Section 504 Students	61	9.0%	5.6%	6.5%
English Learners (EL)	181	26.7%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	29	3.6%	1.3%	1.4%
Students w/ Dyslexia	36	5.3%	4.1%	3.6%
At-Risk	452	66.8%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	72			
By Type of Primary Disability				
Students with Intellectual Disabilities	40	55.6%	44.2%	42.4%
Students with Physical Disabilities	*	*	16.3%	21.9%
Students with Autism	15	20.8%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	136	17.0%	15.6%	15.4%

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

Total Students: 677
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	20	2.5%		
Hispanic	105	13.1%		
White	7	0.9%		
American Indian	2	0.2%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.2%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.7%	0.4%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.3%	0.3%	0.4%	0.0%	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	14.0	14.5	16.6
Foreign Languages	11.5	15.7	18.9
Mathematics	15.2	15.7	17.8
Science	16.0	16.2	18.9
Social Studies	13.6	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

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

Total Students: 677
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	83.2	100.0%	100.0%	100.0%
Professional Staff:	69.5	83.5%	59.1%	64.1%
Teachers	58.0	69.7%	46.1%	49.8%
Professional Support	8.5	10.2%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	3.6%	2.4%	3.0%
Educational Aides:	13.7	16.5%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,414.0
Part-time	1.0	n/a	9.0	572.0
Counselors				
Full-time	2.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	49.1	59.1%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	12.0	20.7%	10.1%	10.6%
Hispanic	14.1	24.3%	35.2%	27.7%
White	27.9	48.1%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	4.0	6.9%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	19.0	32.8%	24.4%	23.8%
Females	39.0	67.2%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	46.2	79.7%	76.3%	73.6%
Masters	10.8	18.6%	21.8%	24.3%
Doctorate	1.0	1.7%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	7.0	12.1%	6.4%	7.0%
1-5 Years Experience	16.2	27.9%	35.0%	28.9%
6-10 Years Experience	17.0	29.3%	21.1%	19.0%
11-20 Years Experience	13.0	22.4%	26.5%	29.3%
Over 20 Years Experience	4.8	8.3%	10.9%	15.7%
Number of Students per Teacher	11.7	n/a	13.9	15.1

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

Total Students: 677
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	7.5	6.3
Average Years Experience of Principals with District	13.0	7.3	5.4
Average Years Experience of Assistant Principals	4.0	6.3	5.3
Average Years Experience of Assistant Principals with District	4.0	6.0	4.7
Average Years Experience of Teachers:	8.5	9.7	11.1
Average Years Experience of Teachers with District:	7.7	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,575	$51,929	$47,218
1-5 Years Experience	$54,553	$54,679	$50,408
6-10 Years Experience	$56,505	$56,719	$52,786
11-20 Years Experience	$56,328	$57,147	$56,041
Over 20 Years Experience	$57,017	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,367	$56,382	$54,122
Professional Support	$62,753	$70,595	$64,069
Campus Administration (School Leadership)	$93,272	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 677
Grade Span: 07 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	170	25.1%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	28	4.1%	5.3%	8.1%
Special Education	72	10.6%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	1.5%	9.6%	6.4%
Career & Technical Education	0.8	1.4%	3.7%	4.9%
Compensatory Education	0.2	0.3%	0.2%	2.7%
Gifted & Talented Education	2.9	5.0%	1.9%	2.0%
Regular Education	41.4	71.4%	68.3%	71.4%
Special Education	11.8	20.4%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTHMORE INT**

Campus Number: **101917047**

2019 Accountability Rating: **B**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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

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

Total Students: 721
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**69%**	56%	71%	45%	-	-	-	*	15%	*	71%	63%	70%	68%
	2018	74%	71%	**61%**	60%	59%	92%	-	*	-	*	21%	*	61%	59%	60%	58%
At Meets Grade Level or Above	2019	49%	43%	**39%**	0%	40%	36%	-	-	-	*	3%	*	41%	28%	38%	36%
	2018	48%	43%	**31%**	20%	31%	50%	-	*	-	*	9%	*	32%	26%	30%	30%
At Masters Grade Level	2019	29%	23%	**22%**	0%	22%	27%	-	-	-	*	3%	*	22%	19%	21%	20%
	2018	29%	24%	**16%**	20%	15%	33%	-	*	-	*	6%	*	16%	14%	15%	13%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**72%**	67%	74%	38%	-	-	-	*	34%	*	74%	63%	71%	74%
	2018	72%	71%	**61%**	44%	60%	89%	-	-	-	*	39%	*	61%	59%	60%	61%
At Meets Grade Level or Above	2019	43%	38%	**24%**	44%	24%	0%	-	-	-	*	6%	*	23%	29%	24%	23%
	2018	40%	33%	**16%**	22%	16%	22%	-	-	-	*	5%	*	16%	17%	15%	15%
At Masters Grade Level	2019	17%	9%	**3%**	0%	3%	0%	-	-	-	*	0%	*	2%	4%	3%	3%
	2018	18%	11%	**3%**	11%	2%	11%	-	-	-	*	0%	*	2%	3%	3%	3%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	67%	**61%**	56%	62%	45%	-	-	-	*	15%	*	61%	62%	61%	57%
	2018	69%	63%	**52%**	40%	52%	69%	-	*	-	*	8%	*	53%	49%	51%	50%
At Meets Grade Level or Above	2019	42%	34%	**28%**	22%	28%	27%	-	-	-	*	3%	*	29%	24%	28%	26%
	2018	43%	33%	**26%**	30%	25%	54%	-	*	-	*	5%	*	28%	21%	25%	22%
At Masters Grade Level	2019	18%	12%	**8%**	0%	8%	18%	-	-	-	*	0%	*	8%	9%	9%	8%
	2018	15%	8%	**4%**	10%	3%	8%	-	*	-	*	3%	*	3%	4%	3%	4%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**78%**	70%	78%	90%	*	-	-	*	37%	*	79%	75%	78%	74%
	2018	86%	84%	**76%**	*	76%	58%	-	-	-	-	24%	60%	79%	63%	75%	74%
At Meets Grade Level or Above	2019	55%	47%	**39%**	20%	40%	50%	*	-	-	*	8%	*	41%	31%	38%	35%
	2018	49%	44%	**38%**	*	38%	8%	-	-	-	-	5%	20%	40%	29%	37%	33%
At Masters Grade Level	2019	28%	21%	**18%**	10%	18%	30%	*	-	-	*	5%	*	18%	16%	16%	15%
	2018	27%	21%	**15%**	*	15%	0%	-	-	-	-	2%	0%	16%	8%	14%	11%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	**90%**	100%	90%	78%	*	-	-	*	68%	*	91%	86%	90%	90%
	2018	86%	91%	**86%**	*	86%	94%	-	*	-	*	58%	80%	86%	86%	86%	86%
At Meets Grade Level or Above	2019	57%	58%	**58%**	33%	59%	67%	*	-	-	*	16%	*	59%	54%	58%	57%
	2018	51%	56%	**59%**	*	59%	44%	-	*	-	*	18%	40%	60%	54%	59%	59%
At Masters Grade Level	2019	17%	16%	**17%**	11%	17%	33%	*	-	-	*	0%	*	18%	14%	16%	14%
	2018	15%	16%	**22%**	*	23%	13%	-	*	-	*	5%	0%	24%	15%	22%	25%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	**78%**	60%	78%	80%	*	-	-	*	39%	*	79%	70%	77%	75%
	2018	76%	74%	**70%**	*	71%	67%	-	-	-	-	26%	60%	73%	56%	70%	66%
At Meets Grade Level or Above	2019	51%	44%	**39%**	40%	38%	70%	*	-	-	*	8%	*	40%	36%	38%	33%
	2018	52%	47%	**44%**	*	46%	17%	-	-	-	-	5%	40%	47%	32%	43%	41%
At Masters Grade Level	2019	25%	17%	**15%**	10%	14%	30%	*	-	-	*	5%	*	15%	13%	15%	13%

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

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

Total Students: 721
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	28%	23%	**25%**	*	25%	17%	-	-	-	-	2%	20%	26%	21%	24%	20%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	68%	**62%**	40%	63%	70%	*	-	-	*	34%	*	63%	61%	62%	58%
	2018	65%	66%	**72%**	*	73%	50%	-	-	-	-	33%	60%	74%	62%	71%	68%
At Meets Grade Level or Above	2019	37%	34%	**28%**	0%	28%	50%	*	-	-	*	8%	*	29%	22%	27%	23%
	2018	36%	34%	**44%**	*	44%	8%	-	-	-	-	15%	20%	44%	43%	42%	40%
At Masters Grade Level	2019	21%	17%	**13%**	0%	13%	40%	*	-	-	*	5%	*	14%	11%	13%	12%
	2018	21%	18%	**26%**	*	27%	8%	-	-	-	-	3%	0%	28%	19%	26%	25%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**100%**	*	100%	*	-	-	-	*	*	-	100%	100%	100%	100%
	2018	83%	81%	**100%**	-	100%	-	-	-	-	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	73%	**100%**	*	100%	*	-	-	-	*	*	-	100%	100%	100%	100%
	2018	55%	49%	**98%**	-	98%	-	-	-	-	-	-	-	98%	100%	100%	97%
At Masters Grade Level	2019	37%	46%	**84%**	*	82%	*	-	-	-	*	*	-	84%	83%	83%	87%
	2018	32%	27%	**93%**	-	93%	-	-	-	-	-	-	-	94%	80%	94%	87%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**74%**	64%	75%	66%	*	-	-	55%	36%	81%	75%	69%	74%	72%
	2018	77%	74%	**69%**	58%	69%	74%	-	*	-	67%	30%	59%	71%	62%	68%	67%
At Meets Grade Level or Above	2019	50%	45%	**39%**	24%	39%	47%	*	-	-	27%	8%	38%	40%	33%	38%	35%
	2018	48%	42%	**39%**	37%	39%	30%	-	*	-	22%	9%	21%	40%	32%	38%	35%
At Masters Grade Level	2019	24%	18%	**16%**	6%	16%	30%	*	-	-	27%	4%	6%	16%	13%	15%	14%
	2018	22%	16%	**18%**	13%	18%	13%	-	*	-	0%	3%	3%	19%	13%	17%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**74%**	63%	75%	67%	*	-	-	*	26%	80%	75%	69%	74%	71%
	2018	74%	69%	**68%**	67%	68%	75%	-	*	-	*	22%	38%	70%	61%	67%	66%
At Meets Grade Level or Above	2019	48%	42%	**39%**	11%	40%	43%	*	-	-	*	6%	40%	41%	30%	38%	36%
	2018	46%	39%	**34%**	33%	35%	29%	-	*	-	*	7%	13%	36%	27%	33%	31%
At Masters Grade Level	2019	21%	15%	**20%**	5%	20%	29%	*	-	-	*	4%	20%	20%	17%	19%	17%
	2018	19%	14%	**15%**	17%	15%	17%	-	*	-	*	4%	0%	16%	11%	14%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**84%**	84%	85%	67%	*	-	-	*	54%	80%	86%	77%	84%	85%
	2018	81%	80%	**77%**	58%	76%	92%	-	*	-	*	49%	75%	77%	73%	76%	76%
At Meets Grade Level or Above	2019	52%	47%	**49%**	42%	49%	48%	*	-	-	*	14%	40%	50%	46%	48%	47%
	2018	50%	43%	**44%**	42%	44%	36%	-	*	-	*	12%	25%	45%	38%	43%	42%
At Masters Grade Level	2019	26%	21%	**18%**	11%	17%	33%	*	-	-	*	3%	0%	19%	14%	17%	15%
	2018	24%	17%	**20%**	8%	20%	12%	-	*	-	*	3%	0%	21%	12%	19%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**61%**	56%	62%	45%	-	-	-	*	15%	*	61%	62%	61%	57%
	2018	66%	62%	**52%**	40%	52%	69%	-	*	-	*	8%	*	53%	49%	51%	50%
At Meets Grade Level or Above	2019	38%	32%	**28%**	22%	28%	27%	-	-	-	*	3%	*	29%	24%	28%	26%
	2018	41%	35%	**26%**	30%	25%	54%	-	*	-	*	5%	*	28%	21%	25%	22%
At Masters Grade Level	2019	14%	10%	**8%**	0%	8%	18%	-	-	-	*	0%	*	8%	9%	9%	8%
	2018	13%	8%	**4%**	10%	3%	8%	-	*	-	*	3%	*	3%	4%	3%	4%

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

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

Total Students: 721
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**78%**	60%	78%	80%	*	-	-	*	39%	*	79%	70%	77%	75%
	2018	80%	78%	**70%**	*	71%	67%	-	-	-	-	26%	60%	73%	56%	70%	66%
At Meets Grade Level or Above	2019	54%	50%	**39%**	40%	38%	70%	*	-	-	*	8%	*	40%	36%	38%	33%
	2018	51%	47%	**44%**	*	46%	17%	-	-	-	-	5%	40%	47%	32%	43%	41%
At Masters Grade Level	2019	25%	19%	**15%**	10%	14%	30%	*	-	-	*	5%	*	15%	13%	15%	13%
	2018	23%	18%	**25%**	*	25%	17%	-	-	-	-	2%	20%	26%	21%	24%	20%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**62%**	40%	63%	70%	*	-	-	*	34%	*	63%	61%	62%	58%
	2018	78%	79%	**72%**	*	73%	50%	-	-	-	-	33%	60%	74%	62%	71%	68%
At Meets Grade Level or Above	2019	55%	54%	**28%**	0%	28%	50%	*	-	-	*	8%	*	29%	22%	27%	23%
	2018	53%	52%	**44%**	*	44%	8%	-	-	-	-	15%	20%	44%	43%	42%	40%
At Masters Grade Level	2019	33%	30%	**13%**	0%	13%	40%	*	-	-	*	5%	*	14%	11%	13%	12%
	2018	31%	27%	**26%**	*	27%	8%	-	-	-	-	3%	0%	28%	19%	26%	25%

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

Total Students: 721
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	77	**77**	56	78	77	-	-	-	*	64	*	77	80	77	78
	2018	76	77	**75**	67	76	71	-	*	-	*	74	*	74	78	75	78
Grade 7 Mathematics	2019	63	57	**62**	56	64	19	-	-	-	*	24	*	64	55	62	63
	2018	67	65	**71**	43	72	69	-	-	-	*	49	*	72	66	72	71
Grade 8 ELA/Reading	2019	77	75	**77**	70	78	56	*	-	-	*	65	*	78	70	77	78
	2018	79	78	**77**	*	77	82	-	-	-	-	70	80	78	74	77	79
Grade 8 Mathematics	2019	84	88	**91**	100	91	75	*	-	-	*	77	*	91	91	91	91
	2018	81	86	**92**	*	91	97	-	*	-	*	83	80	93	86	92	93
End of Course Algebra I	2019	75	88	**98**	*	98	*	-	-	-	*	*	-	98	100	98	97
	2018	72	68	**98**	-	98	-	-	-	-	-	-	-	98	*	100	97
All Grades Both Subjects	2019	69	69	**79**	71	79	60	*	-	-	83	59	60	79	75	78	79
	2018	69	68	**80**	67	80	82	-	*	-	67	69	81	81	76	80	81
All Grades ELA/Reading	2019	68	68	**77**	63	78	68	*	-	-	*	64	80	78	75	77	78
	2018	69	68	**76**	73	77	76	-	*	-	*	72	75	76	76	76	78
All Grades Mathematics	2019	70	70	**80**	79	81	53	*	-	-	*	54	40	81	76	79	80
	2018	70	69	**84**	60	84	87	-	*	-	*	66	88	85	76	84	83

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

Total Students: 721
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**41%**	25%	42%	0%	*	-	-	*	15%	42%	33%
	2018	38%	36%	**32%**	*	32%	*	-	-	-	*	10%	31%	33%
Mathematics	2019	45%	48%	**59%**	75%	60%	0%	-	-	-	*	33%	57%	55%
	2018	47%	48%	**51%**	*	51%	80%	-	-	-	*	38%	51%	52%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**68%**	70%	68%	75%	*	-	-	*	21%	68%	33%
Students Requiring Accelerated Instruction	2019	22%	26%	**32%**	30%	32%	25%	*	-	-	*	79%	32%	67%
STAAR Cumulative Met Standard	2019	85%	83%	**76%**	70%	76%	83%	*	-	-	*	37%	76%	46%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	**84%**	89%	85%	70%	*	-	-	*	50%	84%	72%
Students Requiring Accelerated Instruction	2019	18%	16%	**16%**	11%	15%	30%	*	-	-	*	50%	16%	28%
STAAR Cumulative Met Standard	2019	88%	89%	**89%**	100%	90%	73%	*	-	-	*	68%	89%	80%

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

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

Total Students: 721
Grade Span: 07 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**74%**	-	-	-	-	-	51%	-	51%	44%	51%	50%
	2018	77%	74%	**69%**	-	-	-	-	-	46%	-	46%	42%	46%	45%
At Meets Grade Level or Above	2019	50%	45%	**39%**	-	-	-	-	-	13%	-	13%	11%	13%	12%
	2018	48%	42%	**39%**	-	-	-	-	-	12%	-	12%	10%	12%	12%
At Masters Grade Level	2019	24%	18%	**16%**	-	-	-	-	-	2%	-	2%	4%	2%	2%
	2018	22%	16%	**18%**	-	-	-	-	-	3%	-	3%	2%	3%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**74%**	-	-	-	-	-	45%	-	45%	33%	45%	44%
	2018	74%	69%	**68%**	-	-	-	-	-	43%	-	43%	41%	43%	42%
At Meets Grade Level or Above	2019	48%	42%	**39%**	-	-	-	-	-	6%	-	6%	0%	6%	5%
	2018	46%	39%	**34%**	-	-	-	-	-	12%	-	12%	0%	12%	11%
At Masters Grade Level	2019	21%	15%	**20%**	-	-	-	-	-	1%	-	1%	0%	1%	1%
	2018	19%	14%	**15%**	-	-	-	-	-	1%	-	1%	0%	1%	1%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**84%**	-	-	-	-	-	75%	-	75%	60%	75%	74%
	2018	81%	80%	**77%**	-	-	-	-	-	63%	-	63%	67%	63%	63%
At Meets Grade Level or Above	2019	52%	47%	**49%**	-	-	-	-	-	29%	-	29%	27%	29%	29%
	2018	50%	43%	**44%**	-	-	-	-	-	19%	-	19%	22%	19%	19%
At Masters Grade Level	2019	26%	21%	**18%**	-	-	-	-	-	4%	-	4%	0%	4%	4%
	2018	24%	17%	**20%**	-	-	-	-	-	4%	-	4%	6%	4%	4%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**61%**	-	-	-	-	-	28%	-	28%	*	28%	27%
	2018	66%	62%	**52%**	-	-	-	-	-	24%	-	24%	15%	24%	23%
At Meets Grade Level or Above	2019	38%	32%	**28%**	-	-	-	-	-	6%	-	6%	*	6%	6%
	2018	41%	35%	**26%**	-	-	-	-	-	4%	-	4%	8%	4%	4%
At Masters Grade Level	2019	14%	10%	**8%**	-	-	-	-	-	1%	-	1%	*	1%	1%
	2018	13%	8%	**4%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**78%**	-	-	-	-	-	54%	-	54%	50%	54%	54%
	2018	80%	78%	**70%**	-	-	-	-	-	41%	-	41%	17%	41%	39%
At Meets Grade Level or Above	2019	54%	50%	**39%**	-	-	-	-	-	10%	-	10%	8%	10%	10%
	2018	51%	47%	**44%**	-	-	-	-	-	11%	-	11%	0%	11%	11%
At Masters Grade Level	2019	25%	19%	**15%**	-	-	-	-	-	0%	-	0%	8%	0%	1%
	2018	23%	18%	**25%**	-	-	-	-	-	6%	-	6%	0%	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**62%**	-	-	-	-	-	32%	-	32%	42%	32%	33%
	2018	78%	79%	**72%**	-	-	-	-	-	45%	-	45%	60%	45%	46%
At Meets Grade Level or Above	2019	55%	54%	**28%**	-	-	-	-	-	3%	-	3%	8%	3%	4%
	2018	53%	52%	**44%**	-	-	-	-	-	12%	-	12%	20%	12%	13%
At Masters Grade Level	2019	33%	30%	**13%**	-	-	-	-	-	0%	-	0%	8%	0%	1%
	2018	31%	27%	**26%**	-	-	-	-	-	3%	-	3%	0%	3%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**79%**	-	-	-	-	-	74%	-	74%	80%	74%	75%
	2018	69%	68%	**80%**	-	-	-	-	-	78%	-	78%	77%	78%	78%
All Grades ELA/Reading	2019	68%	68%	**77%**	-	-	-	-	-	73%	-	73%	87%	73%	74%
	2018	69%	68%	**76%**	-	-	-	-	-	78%	-	78%	82%	78%	78%
All Grades Mathematics	2019	70%	70%	**80%**	-	-	-	-	-	75%	-	75%	73%	75%	75%
	2018	70%	69%	**84%**	-	-	-	-	-	77%	-	77%	72%	77%	77%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**41%**	-	-	-	-	-	34%	-	34%	18%	34%	33%

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

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

Total Students: 721
Grade Span: 07 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	36%	**32%**	-	-	-	-	-	34%	-	34%	*	34%	33%
	2019	45%	48%	**59%**	-	-	-	-	-	55%	-	55%	50%	55%	55%
	2018	47%	48%	**51%**	-	-	-	-	-	52%	-	52%	50%	52%	52%

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

Total Students: 721
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	99%	100%	*	-	-	100%	100%	99%	99%
Included in Accountability	94%	94%	**92%**	88%	93%	80%	*	-	-	100%	91%	93%	86%
Not Included in Accountability													
Mobile	4%	3%	**5%**	12%	5%	11%	*	-	-	0%	8%	4%	6%
Other Exclusions	1%	2%	**2%**	0%	2%	9%	*	-	-	0%	0%	2%	7%
Not Tested	1%	1%	**1%**	0%	1%	0%	*	-	-	0%	0%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	*	-	-	0%	0%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	93%	100%	100%	-	*	-	100%	98%	99%	100%
Included in Accountability	94%	94%	**94%**	93%	94%	88%	-	*	-	100%	94%	95%	91%
Not Included in Accountability													
Mobile	4%	4%	**5%**	0%	5%	12%	-	*	-	0%	4%	4%	5%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	*	-	0%	0%	1%	3%
Not Tested	1%	1%	**1%**	7%	0%	0%	-	*	-	0%	2%	1%	0%
Absent	1%	1%	**0%**	7%	0%	0%	-	*	-	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%

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

Total Students: 721
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**94.3%**	91.5%	94.5%	89.8%	-	*	-	*	92.5%	94.4%	95.0%
2016-17	95.7%	94.6%	**95.2%**	92.2%	95.3%	92.6%	*	*	-	*	93.6%	95.0%	95.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.3%	0.2%	**0.1%**	0.0%	0.1%	0.0%	*	*	-	*	0.0%	0.1%	0.4%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 721
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 721
Grade Span: 07 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
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Total Students: 721
Grade Span: 07 - 08
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Total Students: 721
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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Total Students: 721
Grade Span: 07 - 08
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 721
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 721
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	721	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	337	46.7%	7.2%	7.5%
Grade 8	384	53.3%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	20	2.8%	7.2%	12.6%
Hispanic	669	92.8%	83.4%	52.6%
White	26	3.6%	5.6%	27.4%
American Indian	3	0.4%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	3	0.4%	0.6%	2.4%
Economically Disadvantaged	675	93.6%	86.3%	60.6%
Non-Educationally Disadvantaged	46	6.4%	13.7%	39.4%
Section 504 Students	52	7.2%	5.6%	6.5%
English Learners (EL)	210	29.1%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	13	1.5%	1.3%	1.4%
Students w/ Dyslexia	44	6.1%	4.1%	3.6%
At-Risk	491	68.1%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	75			
By Type of Primary Disability				
Students with Intellectual Disabilities	34	45.3%	44.2%	42.4%
Students with Physical Disabilities	0	0.0%	16.3%	21.9%
Students with Autism	24	32.0%	21.4%	13.7%
Students with Behavioral Disabilities	17	22.7%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	109	12.9%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	3	0.4%		
Hispanic	97	11.5%		
White	7	0.8%		
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	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.4%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.3%	0.3%	0.4%	0.0%	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	16.1	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	16.2	15.7	17.8
Science	18.2	16.2	18.9
Social Studies	19.4	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

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

Total Students: 721
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	78.5	100.0%	100.0%	100.0%
Professional Staff:	67.6	86.1%	59.1%	64.1%
Teachers	57.8	73.6%	46.1%	49.8%
Professional Support	6.8	8.7%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	3.8%	2.4%	3.0%
Educational Aides:	10.9	13.9%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,414.0
Part-time	1.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	1.0	n/a	12.0	1,097.0
Total Minority Staff:	30.1	38.3%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	7.0	12.1%	10.1%	10.6%
Hispanic	10.5	18.2%	35.2%	27.7%
White	34.2	59.3%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	4.0	6.9%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	3.5%	1.1%	1.1%
Males	23.0	39.8%	24.4%	23.8%
Females	34.8	60.2%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	38.4	66.5%	76.3%	73.6%
Masters	19.3	33.5%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.5%	6.4%	7.0%
1-5 Years Experience	17.0	29.4%	35.0%	28.9%
6-10 Years Experience	13.4	23.2%	21.1%	19.0%
11-20 Years Experience	24.4	42.2%	26.5%	29.3%
Over 20 Years Experience	1.0	1.7%	10.9%	15.7%
Number of Students per Teacher	12.5	n/a	13.9	15.1

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

Total Students: 721
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.5	6.3
Average Years Experience of Principals with District	3.0	7.3	5.4
Average Years Experience of Assistant Principals	5.0	6.3	5.3
Average Years Experience of Assistant Principals with District	5.0	6.0	4.7
Average Years Experience of Teachers:	9.7	9.7	11.1
Average Years Experience of Teachers with District:	8.1	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,140	$51,929	$47,218
1-5 Years Experience	$54,702	$54,679	$50,408
6-10 Years Experience	$57,648	$56,719	$52,786
11-20 Years Experience	$56,789	$57,147	$56,041
Over 20 Years Experience	$67,978	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,441	$56,382	$54,122
Professional Support	$66,007	$70,595	$64,069
Campus Administration (School Leadership)	$91,379	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 721
Grade Span: 07 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	195	27.0%	27.1%	19.7%
Career & Technical Education	45	6.2%	20.5%	26.3%
Gifted & Talented Education	38	5.3%	5.3%	8.1%
Special Education	75	10.4%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.9	3.3%	9.6%	6.4%
Career & Technical Education	0.2	0.3%	3.7%	4.9%
Compensatory Education	0.2	0.3%	0.2%	2.7%
Gifted & Talented Education	2.2	3.8%	1.9%	2.0%
Regular Education	43.0	74.4%	68.3%	71.4%
Special Education	10.3	17.9%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MILLER INT**

Campus Number: **101917048**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**81%**	71%	81%	100%	-	*	-	*	47%	63%	83%	70%	80%	78%
	2018	74%	71%	**67%**	38%	68%	83%	*	*	-	*	32%	20%	69%	57%	67%	65%
At Meets Grade Level or Above	2019	49%	43%	**48%**	33%	48%	100%	-	*	-	*	28%	38%	50%	40%	46%	45%
	2018	48%	43%	**43%**	17%	44%	75%	*	*	-	*	18%	0%	47%	26%	41%	41%
At Masters Grade Level	2019	29%	23%	**27%**	17%	27%	43%	-	*	-	*	9%	25%	29%	19%	25%	25%
	2018	29%	24%	**27%**	13%	26%	75%	*	*	-	*	5%	0%	30%	13%	24%	22%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**72%**	61%	72%	*	-	*	-	*	47%	83%	74%	63%	72%	71%
	2018	72%	71%	**71%**	78%	71%	60%	*	*	-	*	55%	100%	73%	64%	72%	69%
At Meets Grade Level or Above	2019	43%	38%	**36%**	22%	37%	*	-	*	-	*	26%	33%	38%	28%	36%	36%
	2018	40%	33%	**27%**	17%	27%	40%	*	*	-	*	25%	40%	28%	22%	27%	26%
At Masters Grade Level	2019	17%	9%	**9%**	4%	9%	*	-	*	-	*	13%	0%	10%	3%	8%	9%
	2018	18%	11%	**6%**	0%	6%	0%	*	*	-	*	7%	0%	7%	3%	6%	6%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	67%	**74%**	56%	75%	100%	-	*	-	*	38%	63%	77%	59%	73%	71%
	2018	69%	63%	**63%**	46%	63%	92%	*	*	-	*	28%	0%	66%	50%	62%	58%
At Meets Grade Level or Above	2019	42%	34%	**41%**	24%	42%	71%	-	*	-	*	28%	25%	45%	28%	39%	37%
	2018	43%	33%	**39%**	29%	38%	67%	*	*	-	*	26%	0%	41%	30%	38%	35%
At Masters Grade Level	2019	18%	12%	**15%**	12%	15%	14%	-	*	-	*	11%	0%	16%	7%	14%	12%
	2018	15%	8%	**13%**	4%	13%	42%	*	*	-	*	2%	0%	15%	5%	10%	11%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**84%**	69%	85%	100%	*	-	-	*	38%	71%	85%	80%	83%	82%
	2018	86%	84%	**83%**	71%	84%	77%	-	*	-	*	49%	*	85%	75%	83%	83%
At Meets Grade Level or Above	2019	55%	47%	**49%**	35%	49%	75%	*	-	-	*	17%	29%	54%	27%	47%	48%
	2018	49%	44%	**41%**	35%	41%	46%	-	*	-	*	12%	*	42%	33%	39%	40%
At Masters Grade Level	2019	28%	21%	**25%**	23%	24%	58%	*	-	-	*	5%	29%	29%	8%	24%	22%
	2018	27%	21%	**22%**	12%	22%	38%	-	*	-	*	5%	*	23%	15%	19%	18%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	**94%**	91%	94%	100%	*	-	-	*	67%	100%	94%	96%	94%	95%
	2018	86%	91%	**94%**	90%	95%	92%	-	*	-	*	70%	*	94%	95%	94%	96%
At Meets Grade Level or Above	2019	57%	58%	**73%**	59%	74%	78%	*	-	-	*	40%	63%	73%	73%	72%	73%
	2018	51%	56%	**71%**	67%	70%	85%	-	*	-	*	25%	*	70%	73%	69%	72%
At Masters Grade Level	2019	17%	16%	**24%**	14%	24%	44%	*	-	-	*	7%	25%	25%	16%	22%	25%
	2018	15%	16%	**26%**	14%	26%	54%	-	*	-	*	13%	*	28%	20%	24%	26%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	**84%**	85%	84%	91%	*	-	-	*	52%	86%	85%	76%	84%	82%
	2018	76%	74%	**79%**	50%	80%	77%	-	*	-	*	40%	*	80%	68%	78%	79%
At Meets Grade Level or Above	2019	51%	44%	**58%**	58%	58%	82%	*	-	-	*	24%	29%	63%	37%	57%	55%
	2018	52%	47%	**54%**	31%	54%	69%	-	*	-	*	21%	*	57%	37%	51%	53%
At Masters Grade Level	2019	25%	17%	**28%**	19%	28%	64%	*	-	-	*	5%	14%	32%	11%	27%	26%

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

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

Total Students: 858
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	28%	23%	**27%**	19%	27%	46%	-	*	-	*	2%	*	28%	22%	25%	23%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	68%	**77%**	65%	77%	100%	*	-	-	*	44%	57%	78%	71%	75%	73%
	2018	65%	66%	**72%**	50%	72%	69%	-	*	-	*	36%	*	75%	52%	71%	72%
At Meets Grade Level or Above	2019	37%	34%	**46%**	50%	45%	73%	*	-	-	*	20%	43%	48%	38%	45%	41%
	2018	36%	34%	**41%**	25%	41%	62%	-	*	-	*	24%	*	44%	27%	38%	38%
At Masters Grade Level	2019	21%	17%	**27%**	31%	25%	64%	*	-	-	*	12%	43%	29%	17%	25%	22%
	2018	21%	18%	**21%**	19%	20%	46%	-	*	-	*	10%	*	22%	18%	18%	16%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**99%**	80%	100%	100%	-	-	-	*	-	*	100%	86%	99%	100%
	2018	83%	81%	**100%**	*	100%	100%	-	*	-	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	73%	**98%**	80%	99%	100%	-	-	-	*	-	*	99%	86%	98%	100%
	2018	55%	49%	**95%**	*	95%	100%	-	*	-	-	-	-	95%	100%	96%	96%
At Masters Grade Level	2019	37%	46%	**89%**	80%	89%	100%	-	-	-	*	-	*	90%	71%	89%	92%
	2018	32%	27%	**84%**	*	83%	86%	-	*	-	-	-	-	85%	67%	83%	82%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**82%**	71%	82%	99%	*	*	-	67%	47%	75%	84%	74%	81%	80%
	2018	77%	74%	**77%**	60%	78%	82%	*	100%	-	85%	44%	48%	79%	66%	77%	76%
At Meets Grade Level or Above	2019	50%	45%	**53%**	41%	53%	79%	*	*	-	27%	26%	38%	56%	39%	51%	50%
	2018	48%	42%	**48%**	33%	48%	68%	*	100%	-	40%	22%	19%	50%	36%	46%	47%
At Masters Grade Level	2019	24%	18%	**25%**	19%	25%	54%	*	*	-	27%	9%	21%	28%	12%	24%	23%
	2018	22%	16%	**23%**	12%	23%	50%	*	64%	-	15%	6%	0%	25%	14%	21%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**83%**	70%	83%	100%	*	*	-	*	43%	67%	84%	75%	82%	80%
	2018	74%	69%	**75%**	51%	76%	80%	*	*	-	83%	40%	25%	77%	65%	75%	74%
At Meets Grade Level or Above	2019	48%	42%	**48%**	34%	49%	84%	*	*	-	*	22%	33%	52%	33%	46%	46%
	2018	46%	39%	**42%**	24%	42%	60%	*	*	-	17%	15%	0%	45%	29%	40%	40%
At Masters Grade Level	2019	21%	15%	**26%**	20%	26%	53%	*	*	-	*	7%	27%	29%	14%	24%	23%
	2018	19%	14%	**24%**	12%	24%	56%	*	*	-	17%	5%	0%	26%	14%	21%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**87%**	76%	87%	100%	*	*	-	*	56%	93%	88%	80%	87%	87%
	2018	81%	80%	**87%**	85%	87%	88%	*	*	-	83%	62%	100%	88%	80%	87%	87%
At Meets Grade Level or Above	2019	52%	47%	**63%**	44%	64%	80%	*	*	-	*	33%	53%	65%	53%	62%	63%
	2018	50%	43%	**58%**	46%	58%	80%	*	*	-	33%	25%	38%	60%	50%	57%	59%
At Masters Grade Level	2019	26%	21%	**27%**	16%	27%	60%	*	*	-	*	10%	20%	30%	13%	26%	28%
	2018	24%	17%	**26%**	12%	26%	52%	*	*	-	0%	10%	0%	28%	14%	24%	26%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**74%**	56%	75%	100%	-	*	-	*	38%	63%	77%	59%	73%	71%
	2018	66%	62%	**63%**	46%	63%	92%	*	*	-	*	28%	0%	66%	50%	62%	58%
At Meets Grade Level or Above	2019	38%	32%	**41%**	24%	42%	71%	-	*	-	*	28%	25%	45%	28%	39%	37%
	2018	41%	35%	**39%**	29%	38%	67%	*	*	-	*	26%	0%	41%	30%	38%	35%
At Masters Grade Level	2019	14%	10%	**15%**	12%	15%	14%	-	*	-	*	11%	0%	16%	7%	14%	12%
	2018	13%	8%	**13%**	4%	13%	42%	*	*	-	*	2%	0%	15%	5%	10%	11%

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

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

Total Students: 858
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**84%**	85%	84%	91%	*	-	-	*	52%	86%	85%	76%	84%	82%
	2018	80%	78%	**79%**	50%	80%	77%	-	*	-	*	40%	*	80%	68%	78%	79%
At Meets Grade Level or Above	2019	54%	50%	**58%**	58%	58%	82%	*	-	-	*	24%	29%	63%	37%	57%	55%
	2018	51%	47%	**54%**	31%	54%	69%	-	*	-	*	21%	*	57%	37%	51%	53%
At Masters Grade Level	2019	25%	19%	**28%**	19%	28%	64%	*	-	-	*	5%	14%	32%	11%	27%	26%
	2018	23%	18%	**27%**	19%	27%	46%	-	*	-	*	2%	*	28%	22%	25%	23%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**77%**	65%	77%	100%	*	-	-	*	44%	57%	78%	71%	75%	73%
	2018	78%	79%	**72%**	50%	72%	69%	-	*	-	*	36%	*	75%	52%	71%	72%
At Meets Grade Level or Above	2019	55%	54%	**46%**	50%	45%	73%	*	-	-	*	20%	43%	48%	38%	45%	41%
	2018	53%	52%	**41%**	25%	41%	62%	-	*	-	*	24%	*	44%	27%	38%	38%
At Masters Grade Level	2019	33%	30%	**27%**	31%	25%	64%	*	-	-	*	12%	43%	29%	17%	25%	22%
	2018	31%	27%	**21%**	19%	20%	46%	-	*	-	*	10%	*	22%	18%	18%	16%

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

Total Students: 858
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	77	**78**	81	78	83	-	*	-	*	60	81	79	76	77	77
	2018	76	77	**78**	57	79	100	-	*	-	*	64	60	78	80	78	77
Grade 7 Mathematics	2019	63	57	**61**	59	62	*	-	*	-	*	45	75	63	57	61	59
	2018	67	65	**71**	61	72	80	-	*	-	*	63	70	73	66	70	70
Grade 8 ELA/Reading	2019	77	75	**76**	90	75	83	*	-	-	*	73	67	77	68	76	75
	2018	79	78	**75**	76	75	83	-	*	-	*	84	*	75	76	76	75
Grade 8 Mathematics	2019	84	88	**94**	85	94	94	*	-	-	*	88	100	94	94	94	94
	2018	81	86	**91**	85	92	92	-	*	-	*	80	*	91	93	91	93
End of Course Algebra I	2019	75	88	**96**	80	97	100	-	-	-	*	-	*	97	86	96	97
	2018	72	68	**92**	*	91	100	-	*	-	-	-	-	92	83	92	90
All Grades Both Subjects	2019	69	69	**79**	79	79	84	*	*	-	75	66	82	81	74	79	79
	2018	69	68	**81**	70	81	92	-	100	-	67	72	66	81	79	80	80
All Grades ELA/Reading	2019	68	68	**77**	86	76	83	*	*	-	*	66	75	78	72	76	76
	2018	69	68	**77**	65	77	92	-	*	-	83	74	50	77	78	77	76
All Grades Mathematics	2019	70	70	**82**	72	83	84	*	*	-	*	66	89	83	77	82	82
	2018	70	69	**84**	75	85	92	-	*	-	50	71	81	85	80	84	85

District Name: PASADENA ISD
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Total Students: 858
Grade Span: 07 - 08
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**51%**	54%	50%	*	*	*	-	*	24%	50%	43%
	2018	38%	36%	**36%**	*	38%	*	-	*	-	*	23%	38%	34%
Mathematics	2019	45%	48%	**58%**	54%	58%	*	-	*	-	*	37%	59%	54%
	2018	47%	48%	**63%**	69%	63%	*	-	-	-	*	45%	66%	61%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**76%**	72%	76%	92%	*	-	-	*	14%	74%	43%
Students Requiring Accelerated Instruction	2019	22%	26%	**24%**	28%	24%	8%	*	-	-	*	86%	26%	57%
STAAR Cumulative Met Standard	2019	85%	83%	**84%**	72%	84%	100%	*	-	-	*	29%	83%	62%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	**90%**	95%	90%	100%	*	-	-	*	50%	90%	80%
Students Requiring Accelerated Instruction	2019	18%	16%	**10%**	5%	10%	0%	*	-	-	*	50%	10%	20%
STAAR Cumulative Met Standard	2019	88%	89%	**94%**	95%	93%	100%	*	-	-	*	63%	94%	88%

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

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

Total Students: 858
Grade Span: 07 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**82%**	88%	-	*	88%	-	60%	-	60%	57%	63%	62%
	2018	77%	74%	**77%**	76%	-	-	76%	-	50%	-	50%	41%	52%	51%
At Meets Grade Level or Above	2019	50%	45%	**53%**	39%	-	*	36%	-	24%	-	24%	15%	26%	25%
	2018	48%	42%	**48%**	27%	-	-	27%	-	16%	-	16%	8%	17%	16%
At Masters Grade Level	2019	24%	18%	**25%**	16%	-	*	12%	-	5%	-	5%	4%	6%	6%
	2018	22%	16%	**23%**	3%	-	-	3%	-	3%	-	3%	3%	3%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**83%**	86%	-	*	85%	-	58%	-	58%	52%	61%	60%
	2018	74%	69%	**75%**	64%	-	-	64%	-	47%	-	47%	32%	48%	47%
At Meets Grade Level or Above	2019	48%	42%	**48%**	33%	-	*	30%	-	15%	-	15%	14%	17%	17%
	2018	46%	39%	**42%**	9%	-	-	9%	-	10%	-	10%	0%	10%	9%
At Masters Grade Level	2019	21%	15%	**26%**	24%	-	*	20%	-	1%	-	1%	5%	4%	4%
	2018	19%	14%	**24%**	0%	-	-	0%	-	1%	-	1%	0%	1%	1%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**87%**	90%	-	*	89%	-	76%	-	76%	62%	78%	76%
	2018	81%	80%	**87%**	82%	-	-	82%	-	74%	-	74%	67%	75%	74%
At Meets Grade Level or Above	2019	52%	47%	**63%**	60%	-	*	58%	-	44%	-	44%	24%	46%	44%
	2018	50%	43%	**58%**	36%	-	-	36%	-	32%	-	32%	11%	32%	30%
At Masters Grade Level	2019	26%	21%	**27%**	10%	-	*	5%	-	9%	-	9%	0%	10%	9%
	2018	24%	17%	**26%**	0%	-	-	0%	-	7%	-	7%	6%	6%	6%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**74%**	86%	-	*	85%	-	40%	-	40%	50%	48%	48%
	2018	66%	62%	**63%**	57%	-	-	57%	-	22%	-	22%	36%	24%	26%
At Meets Grade Level or Above	2019	38%	32%	**41%**	29%	-	*	23%	-	9%	-	9%	10%	12%	12%
	2018	41%	35%	**39%**	29%	-	-	29%	-	5%	-	5%	0%	6%	6%
At Masters Grade Level	2019	14%	10%	**15%**	7%	-	*	0%	-	0%	-	0%	10%	1%	2%
	2018	13%	8%	**13%**	0%	-	-	0%	-	0%	-	0%	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**84%**	100%	-	-	100%	-	61%	-	61%	64%	64%	64%
	2018	80%	78%	**79%**	*	-	-	*	-	53%	-	53%	25%	55%	52%
At Meets Grade Level or Above	2019	54%	50%	**58%**	43%	-	-	43%	-	26%	-	26%	9%	27%	25%
	2018	51%	47%	**54%**	*	-	-	*	-	16%	-	16%	25%	19%	19%
At Masters Grade Level	2019	25%	19%	**28%**	43%	-	-	43%	-	5%	-	5%	0%	8%	7%
	2018	23%	18%	**27%**	*	-	-	*	-	1%	-	1%	0%	3%	2%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**77%**	86%	-	-	86%	-	49%	-	49%	55%	52%	52%
	2018	78%	79%	**72%**	*	-	-	*	-	34%	-	34%	25%	38%	36%
At Meets Grade Level or Above	2019	55%	54%	**46%**	14%	-	-	14%	-	16%	-	16%	9%	16%	15%
	2018	53%	52%	**41%**	*	-	-	*	-	11%	-	11%	13%	10%	10%
At Masters Grade Level	2019	33%	30%	**27%**	0%	-	-	0%	-	7%	-	7%	9%	6%	6%
	2018	31%	27%	**21%**	*	-	-	*	-	1%	-	1%	13%	1%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**79%**	95%	-	*	95%	-	74%	-	74%	71%	76%	76%
	2018	69%	68%	**81%**	82%	-	-	82%	-	76%	-	76%	74%	76%	76%
All Grades ELA/Reading	2019	68%	68%	**77%**	93%	-	*	93%	-	74%	-	74%	66%	76%	75%
	2018	69%	68%	**77%**	77%	-	-	77%	-	76%	-	76%	61%	76%	74%
All Grades Mathematics	2019	70%	70%	**82%**	98%	-	*	97%	-	74%	-	74%	76%	77%	77%
	2018	70%	69%	**84%**	86%	-	-	86%	-	76%	-	76%	89%	77%	78%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**51%**	73%	-	-	73%	-	42%	-	42%	33%	44%	43%

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

Total Students: 858
Grade Span: 07 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	36%	**36%**	*	-	-	*	-	35%	-	35%	*	36%	34%
	2019	45%	48%	**58%**	*	-	-	*	-	54%	-	54%	55%	54%	54%
	2018	47%	48%	**63%**	*	-	-	*	-	63%	-	63%	54%	62%	61%

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

Total Students: 858
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	99%	99%	100%	*	100%	-	100%	100%	99%	99%
Included in Accountability	94%	94%	**94%**	82%	95%	92%	*	50%	-	100%	94%	94%	88%
Not Included in Accountability													
Mobile	4%	3%	**5%**	17%	4%	8%	*	50%	-	0%	6%	4%	7%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	0%	-	0%	0%	1%	3%
Not Tested	1%	1%	**1%**	1%	1%	0%	*	0%	-	0%	0%	1%	1%
Absent	1%	1%	**0%**	1%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	99%	100%	100%
Included in Accountability	94%	94%	**93%**	83%	94%	100%	*	100%	-	100%	94%	94%	92%
Not Included in Accountability													
Mobile	4%	4%	**6%**	17%	5%	0%	*	0%	-	0%	6%	5%	6%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	0%	-	0%	0%	1%	2%
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%

District Name: PASADENA ISD
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Total Students: 858
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.6%**	94.5%	95.6%	96.1%	*	*	-	97.3%	94.4%	95.6%	95.6%
2016-17	95.7%	94.6%	**95.6%**	94.5%	95.7%	95.0%	*	*	-	*	94.4%	95.6%	95.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**0.2%**	0.0%	0.1%	3.2%	*	*	-	0.0%	1.0%	0.3%	0.0%
2016-17	0.3%	0.2%	**0.2%**	0.0%	0.2%	0.0%	*	*	-	*	0.9%	0.2%	0.4%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 858
Grade Span: 07 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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

Total Students: 858
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 858
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 858
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	858	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	417	48.6%	7.2%	7.5%
Grade 8	441	51.4%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	56	6.5%	7.2%	12.6%
Hispanic	769	89.6%	83.4%	52.6%
White	26	3.0%	5.6%	27.4%
American Indian	1	0.1%	0.1%	0.4%
Asian	2	0.2%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	4	0.5%	0.6%	2.4%
Economically Disadvantaged	787	91.7%	86.3%	60.6%
Non-Educationally Disadvantaged	71	8.3%	13.7%	39.4%
Section 504 Students	44	5.1%	5.6%	6.5%
English Learners (EL)	221	25.8%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	13	1.5%	1.3%	1.4%
Students w/ Dyslexia	44	5.1%	4.1%	3.6%
At-Risk	523	61.0%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	94			
By Type of Primary Disability				
Students with Intellectual Disabilities	59	62.8%	44.2%	42.4%
Students with Physical Disabilities	*	*	16.3%	21.9%
Students with Autism	24	25.5%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	138	15.8%	15.6%	15.4%

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

Total Students: 858
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	23	2.6%		
Hispanic	110	12.6%		
White	5	0.6%		
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	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.3%	0.4%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.3%	0.3%	0.4%	0.0%	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	17.0	14.5	16.6
Foreign Languages	24.4	15.7	18.9
Mathematics	17.0	15.7	17.8
Science	18.9	16.2	18.9
Social Studies	21.4	15.3	19.3

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

Total Students: 858
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	88.6	100.0%	100.0%	100.0%
Professional Staff:	73.8	83.3%	59.1%	64.1%
Teachers	61.9	69.9%	46.1%	49.8%
Professional Support	8.5	9.6%	9.6%	10.1%
Campus Administration (School Leadership)	3.4	3.8%	2.4%	3.0%
Educational Aides:	14.8	16.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,414.0
Part-time	1.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	1.0	n/a	12.0	1,097.0
Total Minority Staff:	50.4	56.9%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	6.3	10.1%	10.1%	10.6%
Hispanic	23.3	37.7%	35.2%	27.7%
White	31.3	50.6%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.6%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	16.0	25.8%	24.4%	23.8%
Females	45.9	74.2%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	55.1	89.0%	76.3%	73.6%
Masters	5.8	9.4%	21.8%	24.3%
Doctorate	1.0	1.6%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	7.8	12.6%	6.4%	7.0%
1-5 Years Experience	35.0	56.5%	35.0%	28.9%
6-10 Years Experience	7.7	12.4%	21.1%	19.0%
11-20 Years Experience	8.6	13.9%	26.5%	29.3%
Over 20 Years Experience	2.8	4.5%	10.9%	15.7%
Number of Students per Teacher	13.9	n/a	13.9	15.1

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

Total Students: 858
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	7.5	6.3
Average Years Experience of Principals with District	1.0	7.3	5.4
Average Years Experience of Assistant Principals	5.7	6.3	5.3
Average Years Experience of Assistant Principals with District	5.7	6.0	4.7
Average Years Experience of Teachers:	6.0	9.7	11.1
Average Years Experience of Teachers with District:	4.8	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,242	$51,929	$47,218
1-5 Years Experience	$54,866	$54,679	$50,408
6-10 Years Experience	$57,423	$56,719	$52,786
11-20 Years Experience	$57,739	$57,147	$56,041
Over 20 Years Experience	$54,566	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,366	$56,382	$54,122
Professional Support	$66,167	$70,595	$64,069
Campus Administration (School Leadership)	$83,175	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 858
Grade Span: 07 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	258	30.1%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	58	6.8%	5.3%	8.1%
Special Education	94	11.0%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	0.9%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.6	0.9%	0.2%	2.7%
Gifted & Talented Education	8.0	13.0%	1.9%	2.0%
Regular Education	42.4	68.4%	68.3%	71.4%
Special Education	10.4	16.8%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **THOMPSON INT**

Campus Number: **101917049**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

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

Total Students: 912
Grade Span: 07 - 08
School Type: Middle

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**83%**	77%	80%	92%	-	98%	*	71%	49%	79%	85%	73%	81%	84%
	2018	74%	71%	**78%**	72%	75%	85%	-	97%	-	100%	29%	56%	79%	73%	77%	75%
At Meets Grade Level or Above	2019	49%	43%	**50%**	48%	45%	50%	-	82%	*	57%	18%	43%	54%	38%	47%	45%
	2018	48%	43%	**46%**	35%	43%	59%	-	57%	-	100%	10%	33%	48%	36%	43%	43%
At Masters Grade Level	2019	29%	23%	**27%**	20%	22%	36%	-	64%	*	14%	5%	14%	31%	16%	24%	23%
	2018	29%	24%	**27%**	19%	25%	39%	-	40%	-	80%	10%	22%	31%	16%	24%	26%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**75%**	71%	73%	83%	-	96%	*	50%	38%	83%	77%	70%	73%	74%
	2018	72%	71%	**63%**	52%	61%	81%	-	81%	-	*	24%	25%	62%	64%	61%	64%
At Meets Grade Level or Above	2019	43%	38%	**31%**	15%	27%	50%	-	79%	*	17%	19%	50%	32%	26%	27%	31%
	2018	40%	33%	**21%**	13%	18%	31%	-	63%	-	*	6%	13%	20%	24%	18%	22%
At Masters Grade Level	2019	17%	9%	**7%**	0%	5%	4%	-	38%	*	0%	3%	0%	7%	7%	5%	10%
	2018	18%	11%	**3%**	4%	2%	4%	-	6%	-	*	0%	0%	2%	5%	3%	3%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	67%	**77%**	68%	75%	78%	-	96%	*	71%	33%	71%	79%	67%	74%	72%
	2018	69%	63%	**63%**	52%	60%	73%	-	86%	-	100%	9%	33%	66%	53%	60%	57%
At Meets Grade Level or Above	2019	42%	34%	**43%**	34%	39%	50%	-	78%	*	29%	15%	21%	46%	34%	39%	38%
	2018	43%	33%	**32%**	23%	31%	41%	-	43%	-	80%	3%	22%	37%	17%	26%	25%
At Masters Grade Level	2019	18%	12%	**17%**	20%	11%	28%	-	37%	*	29%	0%	7%	18%	11%	14%	9%
	2018	15%	8%	**10%**	7%	8%	20%	-	20%	-	0%	0%	0%	12%	4%	9%	10%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**90%**	79%	89%	100%	-	100%	*	100%	53%	60%	91%	84%	89%	88%
	2018	86%	84%	**89%**	83%	89%	94%	*	89%	-	100%	44%	*	90%	84%	87%	93%
At Meets Grade Level or Above	2019	55%	47%	**55%**	43%	53%	71%	-	68%	*	80%	11%	40%	57%	46%	52%	48%
	2018	49%	44%	**52%**	41%	53%	64%	*	50%	-	78%	16%	*	57%	33%	49%	48%
At Masters Grade Level	2019	28%	21%	**25%**	20%	22%	37%	-	39%	*	60%	0%	20%	27%	16%	21%	22%
	2018	27%	21%	**27%**	12%	29%	25%	*	34%	-	44%	3%	*	31%	11%	25%	23%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	**89%**	82%	87%	98%	-	100%	*	*	53%	50%	90%	85%	87%	85%
	2018	86%	91%	**91%**	91%	90%	92%	*	98%	-	80%	44%	*	91%	89%	89%	95%
At Meets Grade Level or Above	2019	57%	58%	**57%**	60%	51%	63%	-	87%	*	*	25%	33%	60%	47%	55%	52%
	2018	51%	56%	**54%**	38%	51%	68%	*	83%	-	80%	15%	*	55%	46%	50%	59%
At Masters Grade Level	2019	17%	16%	**18%**	16%	11%	28%	-	59%	*	*	3%	17%	20%	11%	16%	18%
	2018	15%	16%	**18%**	14%	16%	18%	*	41%	-	20%	0%	*	20%	9%	19%	25%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	**82%**	76%	80%	93%	-	97%	*	100%	38%	*	84%	75%	81%	79%
	2018	76%	74%	**76%**	74%	73%	89%	*	84%	-	89%	26%	*	77%	68%	72%	78%
At Meets Grade Level or Above	2019	51%	44%	**52%**	39%	46%	78%	-	84%	*	100%	19%	*	55%	39%	48%	47%
	2018	52%	47%	**49%**	33%	46%	69%	*	71%	-	78%	15%	*	51%	39%	45%	48%
At Masters Grade Level	2019	25%	17%	**19%**	11%	17%	37%	-	35%	*	40%	3%	*	22%	9%	18%	16%

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	28%	23%	**24%**	17%	22%	33%	*	42%	-	44%	3%	*	26%	16%	23%	21%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	68%	**72%**	61%	71%	85%	-	90%	*	80%	30%	*	74%	64%	70%	68%
	2018	65%	66%	**70%**	64%	68%	78%	*	84%	-	89%	34%	*	71%	66%	68%	74%
At Meets Grade Level or Above	2019	37%	34%	**39%**	37%	33%	59%	-	61%	*	60%	8%	*	39%	37%	37%	37%
	2018	36%	34%	**28%**	18%	26%	47%	*	39%	-	67%	13%	*	31%	16%	27%	26%
At Masters Grade Level	2019	21%	17%	**23%**	19%	19%	34%	-	39%	*	60%	3%	*	25%	13%	20%	21%
	2018	21%	18%	**11%**	6%	9%	17%	*	29%	-	11%	8%	*	12%	3%	10%	9%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**100%**	100%	100%	100%	-	100%	-	*	-	*	100%	100%	100%	100%
	2018	83%	81%	**100%**	100%	100%	100%	-	100%	-	100%	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	73%	**99%**	100%	99%	100%	-	100%	-	*	-	*	99%	100%	99%	100%
	2018	55%	49%	**95%**	91%	93%	100%	-	100%	-	100%	*	*	96%	83%	96%	92%
At Masters Grade Level	2019	37%	46%	**83%**	75%	84%	92%	-	83%	-	*	-	*	84%	71%	80%	86%
	2018	32%	27%	**64%**	45%	59%	69%	-	94%	-	67%	*	*	66%	42%	69%	77%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**82%**	74%	80%	91%	-	97%	86%	80%	42%	72%	84%	74%	80%	79%
	2018	77%	74%	**77%**	72%	75%	85%	*	90%	-	94%	30%	42%	79%	71%	75%	77%
At Meets Grade Level or Above	2019	50%	45%	**49%**	41%	44%	63%	-	79%	14%	59%	16%	37%	52%	39%	45%	44%
	2018	48%	42%	**43%**	31%	41%	57%	*	61%	-	78%	12%	26%	47%	31%	40%	40%
At Masters Grade Level	2019	24%	18%	**22%**	17%	18%	33%	-	48%	14%	34%	2%	10%	25%	13%	19%	19%
	2018	22%	16%	**20%**	12%	18%	25%	*	37%	-	37%	3%	9%	22%	10%	18%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**86%**	78%	85%	96%	-	99%	*	83%	51%	74%	88%	79%	85%	86%
	2018	74%	69%	**84%**	78%	82%	90%	*	93%	-	100%	37%	54%	85%	78%	82%	83%
At Meets Grade Level or Above	2019	48%	42%	**52%**	45%	49%	61%	-	77%	*	67%	14%	42%	55%	42%	49%	47%
	2018	46%	39%	**49%**	38%	48%	61%	*	53%	-	86%	13%	31%	53%	34%	46%	45%
At Masters Grade Level	2019	21%	15%	**26%**	20%	22%	36%	-	54%	*	33%	3%	16%	29%	16%	23%	23%
	2018	19%	14%	**27%**	15%	27%	32%	*	37%	-	57%	6%	23%	31%	13%	25%	24%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**85%**	79%	83%	94%	-	99%	*	75%	45%	74%	87%	78%	83%	82%
	2018	81%	80%	**82%**	77%	81%	90%	*	95%	-	93%	36%	38%	84%	78%	80%	83%
At Meets Grade Level or Above	2019	52%	47%	**52%**	45%	47%	65%	-	88%	*	50%	22%	47%	56%	39%	48%	48%
	2018	50%	43%	**48%**	34%	44%	61%	*	82%	-	79%	12%	23%	51%	38%	44%	47%
At Masters Grade Level	2019	26%	21%	**22%**	15%	17%	31%	-	58%	*	25%	3%	11%	25%	11%	18%	22%
	2018	24%	17%	**19%**	13%	16%	22%	*	45%	-	43%	0%	8%	22%	9%	19%	22%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**77%**	68%	75%	78%	-	96%	*	71%	33%	71%	79%	67%	74%	72%
	2018	66%	62%	**63%**	52%	60%	73%	-	86%	-	100%	9%	33%	66%	53%	60%	57%
At Meets Grade Level or Above	2019	38%	32%	**43%**	34%	39%	50%	-	78%	*	29%	15%	21%	46%	34%	39%	38%
	2018	41%	35%	**32%**	23%	31%	41%	-	43%	-	80%	3%	22%	37%	17%	26%	25%
At Masters Grade Level	2019	14%	10%	**17%**	20%	11%	28%	-	37%	*	29%	0%	7%	18%	11%	14%	9%
	2018	13%	8%	**10%**	7%	8%	20%	-	20%	-	0%	0%	0%	12%	4%	9%	10%

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

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

Total Students: 912
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**82%**	76%	80%	93%	-	97%	*	100%	38%	*	84%	75%	81%	79%
	2018	80%	78%	**76%**	74%	73%	89%	*	84%	-	89%	26%	*	77%	68%	72%	78%
At Meets Grade Level or Above	2019	54%	50%	**52%**	39%	46%	78%	-	84%	*	100%	19%	*	55%	39%	48%	47%
	2018	51%	47%	**49%**	33%	46%	69%	*	71%	-	78%	15%	*	51%	39%	45%	48%
At Masters Grade Level	2019	25%	19%	**19%**	11%	17%	37%	-	35%	*	40%	3%	*	22%	9%	18%	16%
	2018	23%	18%	**24%**	17%	22%	33%	*	42%	-	44%	3%	*	26%	16%	23%	21%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**72%**	61%	71%	85%	-	90%	*	80%	30%	*	74%	64%	70%	68%
	2018	78%	79%	**70%**	64%	68%	78%	*	84%	-	89%	34%	*	71%	66%	68%	74%
At Meets Grade Level or Above	2019	55%	54%	**39%**	37%	33%	59%	-	61%	*	60%	8%	*	39%	37%	37%	37%
	2018	53%	52%	**28%**	18%	26%	47%	*	39%	-	67%	13%	*	31%	16%	27%	26%
At Masters Grade Level	2019	33%	30%	**23%**	19%	19%	34%	-	39%	*	60%	3%	*	25%	13%	20%	21%
	2018	31%	27%	**11%**	6%	9%	17%	*	29%	-	11%	8%	*	12%	3%	10%	9%

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

Total Students: 912
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	77	**75**	72	72	85	-	90	*	71	72	68	75	75	74	73
	2018	76	77	**70**	58	70	75	-	77	-	100	45	78	71	68	71	73
Grade 7 Mathematics	2019	63	57	**54**	46	53	64	-	75	*	8	39	58	56	46	52	53
	2018	67	65	**47**	48	48	45	-	43	-	*	26	25	46	51	48	49
Grade 8 ELA/Reading	2019	77	75	**75**	72	75	74	-	79	*	60	67	80	78	60	72	77
	2018	79	78	**79**	80	80	76	*	82	-	75	84	*	79	81	80	80
Grade 8 Mathematics	2019	84	88	**89**	93	87	93	-	93	*	92	81	86	89	87	88	90
	2018	81	86	**78**	83	77	73	*	85	-	90	79	*	78	80	78	77
End of Course Algebra I	2019	75	88	**96**	100	94	100	-	100	-	*	-	*	96	100	96	95
	2018	72	68	**93**	95	90	92	-	97	-	100	*	*	93	88	94	90
All Grades Both Subjects	2019	69	69	**75**	72	73	82	-	87	*	58	65	70	77	67	73	74
	2018	69	68	**72**	71	72	72	*	79	-	85	60	62	73	71	72	72
All Grades ELA/Reading	2019	68	68	**75**	72	74	79	-	86	*	67	69	71	77	68	74	75
	2018	69	68	**75**	70	75	75	*	80	-	85	65	85	75	75	75	76
All Grades Mathematics	2019	70	70	**75**	72	73	85	-	88	*	50	61	68	77	67	72	74
	2018	70	69	**70**	71	68	69	*	79	-	86	55	38	70	67	69	67

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

Total Students: 912
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**57%**	31%	59%	77%	-	83%	-	*	31%	54%	46%
	2018	38%	36%	**43%**	44%	43%	*	-	*	-	*	14%	41%	29%
Mathematics	2019	45%	48%	**50%**	40%	53%	50%	-	*	-	*	28%	48%	31%
	2018	47%	48%	**45%**	49%	45%	*	-	*	-	*	16%	44%	25%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**81%**	67%	79%	98%	-	94%	*	100%	24%	79%	31%
Students Requiring Accelerated Instruction	2019	22%	26%	**19%**	33%	21%	2%	-	6%	0%	0%	76%	21%	69%
STAAR Cumulative Met Standard	2019	85%	83%	**89%**	80%	89%	100%	-	97%	*	100%	54%	89%	56%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	**85%**	80%	83%	93%	-	100%	*	*	46%	84%	49%
Students Requiring Accelerated Instruction	2019	18%	16%	**15%**	20%	17%	7%	-	0%	*	*	54%	16%	51%
STAAR Cumulative Met Standard	2019	88%	89%	**89%**	82%	87%	98%	-	100%	*	*	53%	87%	60%

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

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

Total Students: 912
Grade Span: 07 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**82%**	-	-	-	-	-	41%	-	41%	63%	41%	47%
	2018	77%	74%	**77%**	-	-	-	-	-	32%	-	32%	49%	32%	37%
At Meets Grade Level or Above	2019	50%	45%	**49%**	-	-	-	-	-	7%	-	7%	22%	7%	11%
	2018	48%	42%	**43%**	-	-	-	-	-	4%	-	4%	14%	4%	7%
At Masters Grade Level	2019	24%	18%	**22%**	-	-	-	-	-	4%	-	4%	5%	4%	4%
	2018	22%	16%	**20%**	-	-	-	-	-	1%	-	1%	8%	1%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**86%**	-	-	-	-	-	53%	-	53%	82%	53%	61%
	2018	74%	69%	**84%**	-	-	-	-	-	36%	-	36%	67%	36%	46%
At Meets Grade Level or Above	2019	48%	42%	**52%**	-	-	-	-	-	10%	-	10%	12%	10%	11%
	2018	46%	39%	**49%**	-	-	-	-	-	0%	-	0%	20%	0%	6%
At Masters Grade Level	2019	21%	15%	**26%**	-	-	-	-	-	2%	-	2%	6%	2%	3%
	2018	19%	14%	**27%**	-	-	-	-	-	0%	-	0%	13%	0%	4%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**85%**	-	-	-	-	-	49%	-	49%	65%	49%	53%
	2018	81%	80%	**82%**	-	-	-	-	-	44%	-	44%	67%	44%	51%
At Meets Grade Level or Above	2019	52%	47%	**52%**	-	-	-	-	-	6%	-	6%	35%	6%	14%
	2018	50%	43%	**48%**	-	-	-	-	-	9%	-	9%	20%	9%	12%
At Masters Grade Level	2019	26%	21%	**22%**	-	-	-	-	-	4%	-	4%	12%	4%	6%
	2018	24%	17%	**19%**	-	-	-	-	-	3%	-	3%	13%	3%	6%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**77%**	-	-	-	-	-	26%	-	26%	71%	26%	35%
	2018	66%	62%	**63%**	-	-	-	-	-	8%	-	8%	9%	8%	9%
At Meets Grade Level or Above	2019	38%	32%	**43%**	-	-	-	-	-	4%	-	4%	14%	4%	6%
	2018	41%	35%	**32%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
At Masters Grade Level	2019	14%	10%	**17%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	13%	8%	**10%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**82%**	-	-	-	-	-	35%	-	35%	56%	35%	41%
	2018	80%	78%	**76%**	-	-	-	-	-	40%	-	40%	40%	40%	40%
At Meets Grade Level or Above	2019	54%	50%	**52%**	-	-	-	-	-	4%	-	4%	33%	4%	13%
	2018	51%	47%	**49%**	-	-	-	-	-	10%	-	10%	20%	10%	13%
At Masters Grade Level	2019	25%	19%	**19%**	-	-	-	-	-	4%	-	4%	0%	4%	3%
	2018	23%	18%	**24%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**72%**	-	-	-	-	-	22%	-	22%	22%	22%	22%
	2018	78%	79%	**70%**	-	-	-	-	-	20%	-	20%	40%	20%	27%
At Meets Grade Level or Above	2019	55%	54%	**39%**	-	-	-	-	-	9%	-	9%	11%	9%	9%
	2018	53%	52%	**28%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
At Masters Grade Level	2019	33%	30%	**23%**	-	-	-	-	-	9%	-	9%	0%	9%	6%
	2018	31%	27%	**11%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**75%**	-	-	-	-	-	64%	-	64%	82%	64%	68%
	2018	69%	68%	**72%**	-	-	-	-	-	57%	-	57%	67%	57%	60%
All Grades ELA/Reading	2019	68%	68%	**75%**	-	-	-	-	-	67%	-	67%	88%	67%	73%
	2018	69%	68%	**75%**	-	-	-	-	-	64%	-	64%	87%	64%	71%
All Grades Mathematics	2019	70%	70%	**75%**	-	-	-	-	-	60%	-	60%	75%	60%	64%
	2018	70%	69%	**70%**	-	-	-	-	-	50%	-	50%	47%	50%	49%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**57%**	-	-	-	-	-	36%	-	36%	80%	36%	46%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	38%	36%	**43%**	-	-	-	-	-	26%	-	26%	*	26%	29%
Mathematics	2019	45%	48%	**50%**	-	-	-	-	-	32%	-	32%	*	32%	31%
	2018	47%	48%	**45%**	-	-	-	-	-	*	-	*	*	*	25%

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

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

Total Students: 912
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	100%	98%	-	100%	100%	100%	100%	99%	99%
Included in Accountability	94%	94%	**95%**	91%	97%	90%	-	90%	100%	100%	98%	95%	79%
Not Included in Accountability													
Mobile	4%	3%	**3%**	8%	2%	6%	-	4%	0%	0%	2%	3%	8%
Other Exclusions	1%	2%	**1%**	0%	1%	1%	-	5%	0%	0%	0%	1%	12%
Not Tested	1%	1%	**1%**	0%	0%	2%	-	0%	0%	0%	0%	1%	1%
Absent	1%	1%	**0%**	0%	0%	2%	-	0%	0%	0%	0%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	99%	100%	98%	*	100%	-	94%	98%	99%	100%
Included in Accountability	94%	94%	**94%**	94%	93%	94%	*	97%	-	94%	96%	93%	65%
Not Included in Accountability													
Mobile	4%	4%	**3%**	5%	3%	4%	*	2%	-	0%	2%	3%	4%
Other Exclusions	1%	2%	**3%**	0%	4%	0%	*	1%	-	0%	0%	3%	32%
Not Tested	1%	1%	**1%**	1%	0%	2%	*	0%	-	6%	2%	1%	0%
Absent	1%	1%	**1%**	0%	0%	2%	*	0%	-	6%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%

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

Total Students: 912
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.1%**	94.3%	95.3%	92.9%	*	98.1%	*	91.1%	91.8%	94.5%	95.7%
2016-17	95.7%	94.6%	**95.9%**	95.6%	95.9%	94.7%	*	97.9%	*	94.3%	93.3%	95.4%	96.4%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 912
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 912
Grade Span: 07 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 912
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 912
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	912	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	477	52.3%	7.2%	7.5%
Grade 8	435	47.7%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	124	13.6%	7.2%	12.6%
Hispanic	600	65.8%	83.4%	52.6%
White	83	9.1%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	88	9.6%	3.0%	4.5%
Pacific Islander	3	0.3%	0.1%	0.2%
Two or More Races	14	1.5%	0.6%	2.4%
Economically Disadvantaged	736	80.7%	86.3%	60.6%
Non-Educationally Disadvantaged	176	19.3%	13.7%	39.4%
Section 504 Students	70	7.7%	5.6%	6.5%
English Learners (EL)	77	8.4%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	9	0.9%	1.3%	1.4%
Students w/ Dyslexia	47	5.2%	4.1%	3.6%
At-Risk	429	47.0%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	79			
By Type of Primary Disability				
Students with Intellectual Disabilities	42	53.2%	44.2%	42.4%
Students with Physical Disabilities	6	7.6%	16.3%	21.9%
Students with Autism	14	17.7%	21.4%	13.7%
Students with Behavioral Disabilities	17	21.5%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	124	12.4%	15.6%	15.4%

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

Total Students: 912
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	25	2.5%		
Hispanic	78	7.8%		
White	15	1.5%		
American Indian	0	0.0%		
Asian	4	0.4%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.2%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.3%	0.4%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.3%	0.4%	0.0%	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	18.0	14.5	16.6
Foreign Languages	21.1	15.7	18.9
Mathematics	17.5	15.7	17.8
Science	19.6	16.2	18.9
Social Studies	18.9	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

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

Total Students: 912
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	78.6	100.0%	100.0%	100.0%
Professional Staff:	74.7	95.1%	59.1%	64.1%
Teachers	66.1	84.1%	46.1%	49.8%
Professional Support	5.3	6.8%	9.6%	10.1%
Campus Administration (School Leadership)	3.3	4.2%	2.4%	3.0%
Educational Aides:	3.9	4.9%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,414.0
Part-time	1.0	n/a	9.0	572.0
Counselors				
Full-time	0.0	n/a	114.0	12,433.0
Part-time	2.0	n/a	12.0	1,097.0
Total Minority Staff:	34.3	43.7%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	12.0	18.2%	10.1%	10.6%
Hispanic	12.6	19.1%	35.2%	27.7%
White	37.3	56.4%	50.5%	58.4%
American Indian	1.0	1.5%	0.2%	0.3%
Asian	2.2	3.3%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.5%	1.1%	1.1%
Males	21.4	32.3%	24.4%	23.8%
Females	44.7	67.7%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.3	0.5%	0.8%	1.4%
Bachelors	43.3	65.6%	76.3%	73.6%
Masters	21.4	32.4%	21.8%	24.3%
Doctorate	1.0	1.5%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.4	8.2%	6.4%	7.0%
1-5 Years Experience	30.0	45.4%	35.0%	28.9%
6-10 Years Experience	10.6	16.1%	21.1%	19.0%
11-20 Years Experience	13.4	20.2%	26.5%	29.3%
Over 20 Years Experience	6.7	10.1%	10.9%	15.7%
Number of Students per Teacher	13.8	n/a	13.9	15.1

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

Total Students: 912
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	7.5	6.3
Average Years Experience of Principals with District	1.0	7.3	5.4
Average Years Experience of Assistant Principals	6.3	6.3	5.3
Average Years Experience of Assistant Principals with District	4.7	6.0	4.7
Average Years Experience of Teachers:	8.6	9.7	11.1
Average Years Experience of Teachers with District:	6.6	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,002	$51,929	$47,218
1-5 Years Experience	$54,295	$54,679	$50,408
6-10 Years Experience	$57,141	$56,719	$52,786
11-20 Years Experience	$59,083	$57,147	$56,041
Over 20 Years Experience	$65,602	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,593	$56,382	$54,122
Professional Support	$58,533	$70,595	$64,069
Campus Administration (School Leadership)	$88,638	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

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

Total Students: 912
Grade Span: 07 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	59	6.5%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	99	10.9%	5.3%	8.1%
Special Education	79	8.7%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	1.3%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	6.2	9.4%	1.9%	2.0%
Regular Education	54.8	82.9%	68.3%	71.4%
Special Education	4.2	6.4%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BONDY INT**

Campus Number: **101917051**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**81%**	82%	79%	88%	*	97%	-	*	34%	*	82%	74%	78%	76%
	2018	74%	71%	**85%**	76%	85%	84%	-	92%	-	*	48%	*	85%	84%	82%	85%
At Meets Grade Level or Above	2019	49%	43%	**55%**	53%	50%	76%	*	86%	-	*	22%	*	58%	40%	48%	47%
	2018	48%	43%	**60%**	48%	58%	64%	-	81%	-	*	43%	*	60%	59%	54%	52%
At Masters Grade Level	2019	29%	23%	**31%**	29%	27%	39%	*	69%	-	*	6%	*	34%	16%	25%	27%
	2018	29%	24%	**35%**	24%	32%	41%	-	69%	-	*	22%	*	36%	33%	31%	31%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**75%**	79%	75%	70%	*	100%	-	*	38%	*	75%	78%	74%	75%
	2018	72%	71%	**78%**	67%	78%	88%	-	64%	-	*	56%	67%	79%	77%	76%	73%
At Meets Grade Level or Above	2019	43%	38%	**35%**	36%	33%	35%	*	89%	-	*	16%	*	36%	33%	32%	38%
	2018	40%	33%	**35%**	22%	33%	45%	-	55%	-	*	22%	33%	34%	37%	31%	34%
At Masters Grade Level	2019	17%	9%	**4%**	0%	4%	9%	*	22%	-	*	6%	*	5%	3%	4%	6%
	2018	18%	11%	**10%**	6%	9%	12%	-	36%	-	*	11%	0%	8%	17%	7%	6%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	67%	**74%**	72%	71%	83%	*	97%	-	*	28%	*	75%	66%	69%	69%
	2018	69%	63%	**77%**	73%	76%	83%	-	85%	-	*	30%	60%	78%	76%	73%	68%
At Meets Grade Level or Above	2019	42%	34%	**40%**	28%	35%	60%	*	76%	-	*	9%	*	43%	25%	35%	35%
	2018	43%	33%	**45%**	27%	43%	59%	-	67%	-	*	30%	20%	47%	40%	40%	38%
At Masters Grade Level	2019	18%	12%	**18%**	22%	14%	38%	*	24%	-	*	6%	*	19%	10%	15%	13%
	2018	15%	8%	**11%**	18%	9%	12%	-	33%	-	*	7%	0%	11%	12%	7%	9%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**89%**	69%	90%	88%	-	96%	*	*	54%	83%	91%	81%	87%	89%
	2018	86%	84%	**96%**	100%	95%	98%	-	92%	*	*	95%	100%	95%	98%	96%	91%
At Meets Grade Level or Above	2019	55%	47%	**58%**	38%	58%	67%	-	71%	*	*	32%	0%	61%	45%	53%	51%
	2018	49%	44%	**55%**	50%	52%	65%	-	75%	*	*	25%	33%	56%	47%	49%	46%
At Masters Grade Level	2019	28%	21%	**29%**	19%	27%	35%	-	50%	*	*	10%	0%	32%	16%	23%	18%
	2018	27%	21%	**26%**	20%	23%	40%	-	50%	*	*	0%	33%	27%	24%	23%	22%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	**96%**	94%	96%	98%	-	100%	*	*	73%	86%	96%	95%	95%	96%
	2018	86%	91%	**95%**	92%	95%	98%	-	93%	*	*	77%	83%	95%	99%	94%	92%
At Meets Grade Level or Above	2019	57%	58%	**69%**	71%	66%	78%	-	88%	*	*	41%	57%	70%	62%	64%	69%
	2018	51%	56%	**66%**	63%	64%	75%	-	85%	*	*	35%	67%	68%	55%	65%	62%
At Masters Grade Level	2019	17%	16%	**19%**	24%	15%	26%	-	50%	*	*	12%	0%	20%	14%	16%	18%
	2018	15%	16%	**20%**	17%	19%	20%	-	44%	*	*	3%	33%	20%	22%	19%	22%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	**83%**	63%	81%	94%	-	93%	*	*	49%	60%	85%	71%	80%	78%
	2018	76%	74%	**79%**	59%	78%	85%	-	87%	*	*	52%	67%	79%	75%	75%	73%
At Meets Grade Level or Above	2019	51%	44%	**48%**	38%	45%	62%	-	71%	*	*	27%	20%	51%	33%	43%	37%
	2018	52%	47%	**51%**	36%	47%	66%	-	65%	*	*	13%	33%	52%	44%	46%	40%
At Masters Grade Level	2019	25%	17%	**16%**	6%	14%	25%	-	43%	*	*	10%	0%	19%	6%	13%	10%

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	28%	23%	**25%**	18%	21%	34%	-	52%	*	*	6%	17%	25%	25%	22%	15%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	68%	**75%**	69%	74%	81%	-	89%	*	*	49%	40%	76%	69%	70%	70%
	2018	65%	66%	**73%**	68%	70%	84%	-	91%	*	*	42%	83%	72%	76%	71%	63%
At Meets Grade Level or Above	2019	37%	34%	**37%**	19%	36%	42%	-	54%	*	*	32%	20%	38%	31%	34%	31%
	2018	36%	34%	**37%**	32%	32%	51%	-	65%	*	*	10%	33%	38%	30%	31%	25%
At Masters Grade Level	2019	21%	17%	**15%**	13%	14%	13%	-	32%	*	*	7%	20%	16%	8%	13%	13%
	2018	21%	18%	**21%**	18%	17%	30%	-	52%	*	*	0%	17%	22%	12%	15%	13%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	60%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
At Meets Grade Level or Above	2019	50%	42%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
At Masters Grade Level	2019	11%	6%	*	-	*	-	-	-	-	-	-	-	*	-	-	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	90%	**100%**	*	100%	100%	-	100%	-	*	-	-	100%	100%	100%	100%
	2018	83%	81%	**100%**	*	100%	100%	-	100%	-	*	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	73%	**96%**	*	95%	100%	-	100%	-	*	-	-	96%	100%	97%	97%
	2018	55%	49%	**99%**	*	100%	96%	-	100%	-	*	-	-	99%	100%	100%	100%
At Masters Grade Level	2019	37%	46%	**86%**	*	86%	79%	-	93%	-	*	-	-	87%	86%	86%	87%
	2018	32%	27%	**88%**	*	84%	92%	-	100%	-	*	-	-	87%	100%	89%	91%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**83%**	76%	82%	88%	*	96%	67%	72%	48%	71%	84%	77%	80%	80%
	2018	77%	74%	**84%**	77%	83%	89%	-	89%	*	100%	55%	77%	84%	84%	82%	78%
At Meets Grade Level or Above	2019	50%	45%	**51%**	41%	48%	63%	*	77%	17%	44%	27%	32%	54%	40%	46%	46%
	2018	48%	42%	**52%**	41%	49%	63%	-	74%	*	82%	25%	38%	53%	46%	47%	44%
At Masters Grade Level	2019	24%	18%	**22%**	18%	19%	29%	*	47%	0%	17%	8%	3%	24%	12%	18%	17%
	2018	22%	16%	**24%**	18%	21%	31%	-	53%	*	64%	7%	18%	25%	22%	20%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**85%**	76%	84%	88%	*	96%	*	80%	45%	78%	87%	78%	82%	82%
	2018	74%	69%	**91%**	88%	90%	92%	-	92%	*	*	70%	90%	91%	91%	89%	88%
At Meets Grade Level or Above	2019	48%	42%	**57%**	45%	54%	71%	*	79%	*	40%	27%	22%	60%	43%	50%	49%
	2018	46%	39%	**57%**	49%	55%	64%	-	78%	*	*	35%	40%	58%	54%	51%	49%
At Masters Grade Level	2019	21%	15%	**30%**	24%	27%	37%	*	60%	*	40%	8%	0%	33%	16%	24%	23%
	2018	19%	14%	**31%**	22%	27%	40%	-	60%	*	*	12%	30%	31%	29%	27%	27%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**89%**	88%	88%	92%	*	100%	*	80%	58%	89%	90%	89%	88%	89%
	2018	81%	80%	**90%**	81%	89%	95%	-	88%	*	*	66%	75%	90%	88%	87%	84%
At Meets Grade Level or Above	2019	52%	47%	**60%**	58%	57%	71%	*	91%	*	80%	30%	56%	62%	53%	55%	60%
	2018	50%	43%	**59%**	47%	56%	70%	-	82%	*	*	28%	50%	61%	48%	55%	53%
At Masters Grade Level	2019	26%	21%	**22%**	18%	19%	29%	*	57%	*	20%	10%	0%	24%	13%	18%	20%
	2018	24%	17%	**25%**	14%	22%	31%	-	57%	*	*	7%	17%	26%	23%	21%	20%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**74%**	72%	71%	83%	*	97%	-	*	28%	*	75%	66%	69%	69%

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

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

Total Students: 942
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	66%	62%	**77%**	73%	76%	83%	-	85%	-	*	30%	60%	78%	76%	73%	68%
At Meets Grade Level or Above	2019	38%	32%	**40%**	28%	35%	60%	*	76%	-	*	9%	*	43%	25%	35%	35%
	2018	41%	35%	**45%**	27%	43%	59%	-	67%	-	*	30%	20%	47%	40%	40%	38%
At Masters Grade Level	2019	14%	10%	**18%**	22%	14%	38%	*	24%	-	*	6%	*	19%	10%	15%	13%
	2018	13%	8%	**11%**	18%	9%	12%	-	33%	-	*	7%	0%	11%	12%	7%	9%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**83%**	63%	81%	94%	-	93%	*	*	49%	60%	85%	71%	80%	78%
	2018	80%	78%	**79%**	59%	78%	85%	-	87%	*	*	52%	67%	79%	75%	75%	73%
At Meets Grade Level or Above	2019	54%	50%	**48%**	38%	45%	62%	-	71%	*	*	27%	20%	51%	33%	43%	37%
	2018	51%	47%	**51%**	36%	47%	66%	-	65%	*	*	13%	33%	52%	44%	46%	40%
At Masters Grade Level	2019	25%	19%	**16%**	6%	14%	25%	-	43%	*	*	10%	0%	19%	6%	13%	10%
	2018	23%	18%	**25%**	18%	21%	34%	-	52%	*	*	6%	17%	25%	25%	22%	15%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**75%**	69%	74%	81%	-	89%	*	*	49%	40%	76%	69%	70%	70%
	2018	78%	79%	**73%**	68%	70%	84%	-	91%	*	*	42%	83%	72%	76%	71%	63%
At Meets Grade Level or Above	2019	55%	54%	**37%**	19%	36%	42%	-	54%	*	*	32%	20%	38%	31%	34%	31%
	2018	53%	52%	**37%**	32%	32%	51%	-	65%	*	*	10%	33%	38%	30%	31%	25%
At Masters Grade Level	2019	33%	30%	**15%**	13%	14%	13%	-	32%	*	*	7%	20%	16%	8%	13%	13%
	2018	31%	27%	**21%**	18%	17%	30%	-	52%	*	*	0%	17%	22%	12%	15%	13%

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

Total Students: 942
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2019	77	77	**80**	88	78	79	*	98	-	*	52	*	80	81	78	79
	2018	76	77	**84**	79	83	84	-	93	-	*	80	*	84	83	83	83
Grade 7 Mathematics	2019	63	57	**60**	57	59	67	*	75	-	-	45	*	59	62	58	58
	2018	67	65	**75**	86	76	70	-	56	-	*	64	67	75	75	74	71
Grade 8 ELA/Reading	2019	77	75	**75**	70	75	71	-	79	*	*	61	80	76	74	75	74
	2018	79	78	**82**	79	82	84	-	73	*	*	76	80	81	86	81	85
Grade 8 Mathematics	2019	84	88	**87**	92	87	87	-	90	*	*	90	92	87	87	87	89
	2018	81	86	**89**	90	89	89	-	85	*	*	77	100	89	88	90	90
End of Course Algebra I	2019	75	88	**97**	*	96	100	-	100	-	*	-	-	97	100	97	97
	2018	72	68	**100**	*	100	100	-	100	-	*	-	-	100	100	100	100
All Grades Both Subjects	2019	69	69	**78**	78	77	79	*	88	*	67	64	81	78	77	76	77
	2018	69	68	**84**	84	84	84	-	84	*	100	73	80	84	83	83	84
All Grades ELA/Reading	2019	68	68	**78**	80	77	75	*	88	*	80	57	75	78	77	76	77
	2018	69	68	**83**	79	83	84	-	83	*	*	78	78	83	84	82	84
All Grades Mathematics	2019	70	70	**78**	77	76	82	*	88	*	*	70	88	78	77	76	78
	2018	70	69	**85**	89	85	85	-	84	*	*	70	82	86	83	85	83

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**50%**	45%	51%	36%	-	60%	*	*	16%	51%	49%
	2018	38%	36%	**58%**	64%	59%	53%	-	*	*	-	39%	58%	56%
Mathematics	2019	45%	48%	**63%**	57%	63%	45%	-	100%	-	*	38%	62%	61%
	2018	47%	48%	**61%**	55%	62%	67%	-	*	*	-	45%	59%	47%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	74%	**82%**	60%	82%	86%	-	85%	*	*	31%	77%	54%
Students Requiring Accelerated Instruction	2019	22%	26%	**18%**	40%	18%	14%	-	15%	*	*	69%	23%	46%
STAAR Cumulative Met Standard	2019	85%	83%	**88%**	67%	89%	88%	-	93%	*	*	39%	86%	71%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	**92%**	94%	91%	96%	-	97%	*	*	59%	90%	82%
Students Requiring Accelerated Instruction	2019	18%	16%	**8%**	6%	9%	4%	-	3%	*	*	41%	10%	18%
STAAR Cumulative Met Standard	2019	88%	89%	**96%**	94%	95%	98%	-	100%	*	*	67%	95%	89%

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

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

Total Students: 942
Grade Span: 07 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**83%**	-	-	-	-	-	60%	-	60%	62%	60%	60%
	2018	77%	74%	**84%**	-	-	-	-	-	57%	-	57%	47%	57%	55%
At Meets Grade Level or Above	2019	50%	45%	**51%**	-	-	-	-	-	23%	-	23%	18%	23%	22%
	2018	48%	42%	**52%**	-	-	-	-	-	14%	-	14%	6%	14%	13%
At Masters Grade Level	2019	24%	18%	**22%**	-	-	-	-	-	4%	-	4%	4%	4%	4%
	2018	22%	16%	**24%**	-	-	-	-	-	4%	-	4%	0%	4%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**85%**	-	-	-	-	-	61%	-	61%	65%	61%	62%
	2018	74%	69%	**91%**	-	-	-	-	-	74%	-	74%	58%	74%	70%
At Meets Grade Level or Above	2019	48%	42%	**57%**	-	-	-	-	-	22%	-	22%	19%	22%	21%
	2018	46%	39%	**57%**	-	-	-	-	-	19%	-	19%	5%	19%	16%
At Masters Grade Level	2019	21%	15%	**30%**	-	-	-	-	-	5%	-	5%	12%	5%	6%
	2018	19%	14%	**31%**	-	-	-	-	-	7%	-	7%	0%	7%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**89%**	-	-	-	-	-	78%	-	78%	77%	78%	78%
	2018	81%	80%	**90%**	-	-	-	-	-	70%	-	70%	59%	70%	68%
At Meets Grade Level or Above	2019	52%	47%	**60%**	-	-	-	-	-	40%	-	40%	38%	40%	40%
	2018	50%	43%	**59%**	-	-	-	-	-	22%	-	22%	14%	22%	21%
At Masters Grade Level	2019	26%	21%	**22%**	-	-	-	-	-	5%	-	5%	4%	5%	5%
	2018	24%	17%	**25%**	-	-	-	-	-	4%	-	4%	0%	4%	3%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**74%**	-	-	-	-	-	36%	-	36%	50%	36%	38%
	2018	66%	62%	**77%**	-	-	-	-	-	36%	-	36%	27%	36%	34%
At Meets Grade Level or Above	2019	38%	32%	**40%**	-	-	-	-	-	10%	-	10%	8%	10%	10%
	2018	41%	35%	**45%**	-	-	-	-	-	6%	-	6%	0%	6%	5%
At Masters Grade Level	2019	14%	10%	**18%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	13%	8%	**11%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**83%**	-	-	-	-	-	59%	-	59%	43%	59%	56%
	2018	80%	78%	**79%**	-	-	-	-	-	51%	-	51%	44%	51%	50%
At Meets Grade Level or Above	2019	54%	50%	**48%**	-	-	-	-	-	10%	-	10%	0%	10%	8%
	2018	51%	47%	**51%**	-	-	-	-	-	8%	-	8%	0%	8%	6%
At Masters Grade Level	2019	25%	19%	**16%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	23%	18%	**25%**	-	-	-	-	-	5%	-	5%	0%	5%	4%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**75%**	-	-	-	-	-	46%	-	46%	57%	46%	48%
	2018	78%	79%	**73%**	-	-	-	-	-	31%	-	31%	22%	31%	29%
At Meets Grade Level or Above	2019	55%	54%	**37%**	-	-	-	-	-	14%	-	14%	7%	14%	12%
	2018	53%	52%	**37%**	-	-	-	-	-	5%	-	5%	0%	5%	4%
At Masters Grade Level	2019	33%	30%	**15%**	-	-	-	-	-	5%	-	5%	0%	5%	4%
	2018	31%	27%	**21%**	-	-	-	-	-	0%	-	0%	0%	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**78%**	-	-	-	-	-	76%	-	76%	73%	76%	76%
	2018	69%	68%	**84%**	-	-	-	-	-	80%	-	80%	78%	80%	79%
All Grades ELA/Reading	2019	68%	68%	**78%**	-	-	-	-	-	76%	-	76%	70%	76%	75%
	2018	69%	68%	**83%**	-	-	-	-	-	83%	-	83%	76%	83%	81%
All Grades Mathematics	2019	70%	70%	**78%**	-	-	-	-	-	76%	-	76%	76%	76%	76%
	2018	70%	69%	**85%**	-	-	-	-	-	78%	-	78%	80%	78%	78%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**50%**	-	-	-	-	-	49%	-	49%	46%	49%	49%

TEXAS EDUCATION AGENCY

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

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

Total Students: 942
Grade Span: 07 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	36%	**58%**	-	-	-	-	-	58%	-	58%	50%	58%	56%
	2019	45%	48%	**63%**	-	-	-	-	-	58%	-	58%	73%	58%	61%
	2018	47%	48%	**61%**	-	-	-	-	-	53%	-	53%	*	53%	47%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

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

Total Students: 942
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	99%	97%	*	100%	100%	100%	99%	99%	99%
Included in Accountability	94%	94%	**95%**	83%	96%	94%	*	93%	100%	100%	93%	96%	92%
Not Included in Accountability													
Mobile	4%	3%	**3%**	17%	3%	3%	*	6%	0%	0%	5%	3%	4%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	2%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**1%**	0%	1%	3%	*	0%	0%	0%	1%	1%	1%
Absent	1%	1%	**1%**	0%	0%	3%	*	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	99%	100%	99%	-	99%	*	100%	97%	99%	100%
Included in Accountability	94%	94%	**96%**	97%	96%	96%	-	96%	*	100%	92%	95%	88%
Not Included in Accountability													
Mobile	4%	4%	**3%**	2%	2%	3%	-	1%	*	0%	5%	3%	4%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	3%	*	0%	0%	2%	9%
Not Tested	1%	1%	**0%**	1%	0%	1%	-	1%	*	0%	3%	1%	0%
Absent	1%	1%	**0%**	1%	0%	1%	-	1%	*	0%	2%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	1%	0%	0%

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

Total Students: 942
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.5%**	94.1%	95.6%	94.4%	-	98.1%	-	*	93.5%	95.3%	95.4%
2016-17	95.7%	94.6%	**95.9%**	94.6%	96.1%	94.8%	-	98.3%	-	96.1%	93.7%	95.8%	96.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 942
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 942
Grade Span: 07 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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

Total Students: 942
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 942
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 942
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	942	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	464	49.3%	7.2%	7.5%
Grade 8	478	50.7%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	36	3.8%	7.2%	12.6%
Hispanic	734	77.9%	83.4%	52.6%
White	105	11.1%	5.6%	27.4%
American Indian	1	0.1%	0.1%	0.4%
Asian	59	6.3%	3.0%	4.5%
Pacific Islander	3	0.3%	0.1%	0.2%
Two or More Races	4	0.4%	0.6%	2.4%
Economically Disadvantaged	685	72.7%	86.3%	60.6%
Non-Educationally Disadvantaged	257	27.3%	13.7%	39.4%
Section 504 Students	67	7.1%	5.6%	6.5%
English Learners (EL)	147	15.6%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	11	1.1%	1.3%	1.4%
Students w/ Dyslexia	34	3.6%	4.1%	3.6%
At-Risk	502	53.3%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	78			
By Type of Primary Disability				
Students with Intellectual Disabilities	47	60.3%	44.2%	42.4%
Students with Physical Disabilities	*	*	16.3%	21.9%
Students with Autism	**	**	21.4%	13.7%
Students with Behavioral Disabilities	17	21.8%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	93	9.0%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	11	1.1%		
Hispanic	55	5.3%		
White	19	1.8%		
American Indian	0	0.0%		
Asian	6	0.6%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.2%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.2%	0.4%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.3%	0.4%	0.0%	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	18.3	14.5	16.6
Foreign Languages	16.5	15.7	18.9
Mathematics	19.5	15.7	17.8
Science	20.9	16.2	18.9
Social Studies	18.7	15.3	19.3

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	84.8	100.0%	100.0%	100.0%
Professional Staff:	74.9	88.4%	59.1%	64.1%
Teachers	66.1	78.0%	46.1%	49.8%
Professional Support	4.8	5.7%	9.6%	10.1%
Campus Administration (School Leadership)	4.0	4.7%	2.4%	3.0%
Educational Aides:	9.9	11.6%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,414.0
Part-time	1.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	1.0	n/a	12.0	1,097.0
Total Minority Staff:	30.4	35.8%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	5.2	7.9%	10.1%	10.6%
Hispanic	11.1	16.7%	35.2%	27.7%
White	45.9	69.4%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	3.0	4.5%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.5%	1.1%	1.1%
Males	17.0	25.7%	24.4%	23.8%
Females	49.1	74.3%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.8	1.1%	0.8%	1.4%
Bachelors	50.5	76.4%	76.3%	73.6%
Masters	14.9	22.5%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.0	9.1%	6.4%	7.0%
1-5 Years Experience	24.3	36.8%	35.0%	28.9%
6-10 Years Experience	11.0	16.7%	21.1%	19.0%
11-20 Years Experience	11.9	18.1%	26.5%	29.3%
Over 20 Years Experience	12.8	19.4%	10.9%	15.7%
Number of Students per Teacher	14.2	n/a	13.9	15.1

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

Total Students: 942
Grade Span: 07 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.5	6.3
Average Years Experience of Principals with District	3.0	7.3	5.4
Average Years Experience of Assistant Principals	6.7	6.3	5.3
Average Years Experience of Assistant Principals with District	6.7	6.0	4.7
Average Years Experience of Teachers:	10.4	9.7	11.1
Average Years Experience of Teachers with District:	8.4	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,443	$51,929	$47,218
1-5 Years Experience	$54,701	$54,679	$50,408
6-10 Years Experience	$53,634	$56,719	$52,786
11-20 Years Experience	$60,473	$57,147	$56,041
Over 20 Years Experience	$60,808	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,638	$56,382	$54,122
Professional Support	$65,328	$70,595	$64,069
Campus Administration (School Leadership)	$87,668	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 942
Grade Span: 07 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	122	13.0%	27.1%	19.7%
Career & Technical Education	158	16.8%	20.5%	26.3%
Gifted & Talented Education	99	10.5%	5.3%	8.1%
Special Education	78	8.3%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.4%	9.6%	6.4%
Career & Technical Education	1.0	1.5%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	3.7	5.6%	1.9%	2.0%
Regular Education	52.9	80.0%	68.3%	71.4%
Special Education	7.5	11.4%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

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

Campus Number: **101917055**

2019 Accountability Rating: **Not Rated**

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

Total Students: 39
Grade Span: 05 - 08
School Type: Middle

There is no data for this campus.

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

There is no data for this campus.

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

Total Students: 39
Grade Span: 05 - 08
School Type: Middle

There is no data for this campus.

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

There is no data for this campus.

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

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

Total Students: 39
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	3%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 39
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**76.2%**	74.0%	76.6%	*	*	*	-	*	64.0%	75.1%	75.2%
2016-17	95.7%	94.6%	**77.9%**	77.5%	77.6%	*	-	*	-	*	73.2%	77.9%	72.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2016-17	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 39
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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

Total Students: 39
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 39
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 39
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 39
Grade Span: 05 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	39	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	3	7.7%	7.5%	7.7%
Grade 6	6	15.4%	7.7%	7.7%
Grade 7	7	17.9%	7.2%	7.5%
Grade 8	23	59.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	3	7.7%	7.2%	12.6%
Hispanic	31	79.5%	83.4%	52.6%
White	4	10.3%	5.6%	27.4%
American Indian	1	2.6%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.4%
Economically Disadvantaged	37	94.9%	86.3%	60.6%
Non-Educationally Disadvantaged	2	5.1%	13.7%	39.4%
Section 504 Students	6	15.4%	5.6%	6.5%
English Learners (EL)	12	30.8%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	60	25.3%	1.3%	1.4%
Students w/ Dyslexia	2	5.1%	4.1%	3.6%
At-Risk	37	94.9%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	9			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	44.2%	42.4%
Students with Physical Disabilities	0	0.0%	16.3%	21.9%
Students with Autism	0	0.0%	21.4%	13.7%
Students with Behavioral Disabilities	*	*	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	237	100.0%	15.6%	15.4%

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

Total Students: 39
Grade Span: 05 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	23	9.7%		
Hispanic	197	83.1%		
White	13	5.5%		
American Indian	1	0.4%		
Asian	2	0.8%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.4%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.4%	0.6%	0.0%	0.0%	0.6%
Grade 8	1.9%	0.3%	0.4%	0.0%	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	3.0	18.1	21.2
Grade 6	6.0	19.7	20.4
Secondary:			
English/Language Arts	4.1	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	4.8	15.7	17.8
Science	4.3	16.2	18.9
Social Studies	4.1	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

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

Total Students: 39
Grade Span: 05 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	10.3	100.0%	100.0%	100.0%
Professional Staff:	10.3	100.0%	59.1%	64.1%
Teachers	10.2	99.2%	46.1%	49.8%
Professional Support	0.1	0.8%	9.6%	10.1%
Campus Administration (School Leadership)	0.0	0.0%	2.4%	3.0%
Educational Aides:	0.0	0.0%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	0.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	5.0	48.3%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.5	14.5%	10.1%	10.6%
Hispanic	3.4	33.4%	35.2%	27.7%
White	5.3	52.1%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	5.9	58.2%	24.4%	23.8%
Females	4.3	41.8%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	7.8	76.5%	76.3%	73.6%
Masters	2.4	23.5%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	19.7%	6.4%	7.0%
1-5 Years Experience	2.4	23.6%	35.0%	28.9%
6-10 Years Experience	4.5	44.0%	21.1%	19.0%
11-20 Years Experience	0.3	2.9%	26.5%	29.3%
Over 20 Years Experience	1.0	9.8%	10.9%	15.7%
Number of Students per Teacher	3.8	n/a	13.9	15.1

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

Total Students: 39
Grade Span: 05 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	7.5	6.3
Average Years Experience of Principals with District	0.0	7.3	5.4
Average Years Experience of Assistant Principals	0.0	6.3	5.3
Average Years Experience of Assistant Principals with District	0.0	6.0	4.7
Average Years Experience of Teachers:	8.2	9.7	11.1
Average Years Experience of Teachers with District:	4.7	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,340	$51,929	$47,218
1-5 Years Experience	$47,176	$54,679	$50,408
6-10 Years Experience	$57,431	$56,719	$52,786
11-20 Years Experience	$60,032	$57,147	$56,041
Over 20 Years Experience	$70,778	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,594	$56,382	$54,122
Professional Support	$55,212	$70,595	$64,069
Campus Administration (School Leadership)	-	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 39
Grade Span: 05 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	10	25.6%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	0	0.0%	5.3%	8.1%
Special Education	9	23.1%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	9.0	88.5%	68.3%	71.4%
Special Education	1.2	11.5%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BAILEY EL**

Campus Number: **101917101**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

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

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

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

Total Students: 649
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**21%**	15%	21%	14%	-	*	-	-	4%	24%	21%	17%	19%	26%
	2018	22%	16%	**28%**	0%	29%	27%	-	*	-	-	20%	0%	29%	20%	26%	31%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**79%**	75%	79%	83%	-	*	-	-	44%	67%	79%	76%	77%	83%
	2018	74%	69%	**85%**	83%	85%	90%	-	*	-	-	54%	*	87%	68%	84%	90%
At Meets Grade Level or Above	2019	48%	42%	**46%**	38%	47%	50%	-	*	-	-	26%	50%	48%	38%	44%	53%
	2018	46%	39%	**53%**	17%	54%	70%	-	*	-	-	36%	*	55%	39%	52%	57%
At Masters Grade Level	2019	21%	15%	**25%**	25%	25%	17%	-	*	-	-	4%	50%	25%	24%	23%	27%
	2018	19%	14%	**29%**	0%	31%	20%	-	*	-	-	14%	*	30%	25%	27%	31%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**72%**	63%	71%	100%	-	*	-	-	56%	67%	73%	65%	70%	79%
	2018	81%	80%	**81%**	50%	81%	90%	-	*	-	-	64%	*	84%	57%	80%	86%
At Meets Grade Level or Above	2019	52%	47%	**42%**	25%	43%	17%	-	*	-	-	30%	50%	43%	32%	39%	52%
	2018	50%	43%	**50%**	17%	52%	50%	-	*	-	-	39%	*	52%	39%	49%	61%
At Masters Grade Level	2019	26%	21%	**19%**	13%	19%	17%	-	*	-	-	4%	17%	20%	14%	17%	25%
	2018	24%	17%	**28%**	0%	30%	20%	-	*	-	-	21%	*	30%	18%	26%	33%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**79%**	*	81%	*	-	*	-	-	43%	60%	81%	70%	77%	91%
	2018	66%	62%	**79%**	*	80%	83%	-	-	-	-	60%	-	84%	56%	77%	87%
At Meets Grade Level or Above	2019	38%	32%	**46%**	*	49%	*	-	*	-	-	29%	20%	50%	30%	44%	58%
	2018	41%	35%	**57%**	*	58%	50%	-	-	-	-	47%	-	59%	44%	58%	65%
At Masters Grade Level	2019	14%	10%	**17%**	*	18%	*	-	*	-	-	7%	0%	18%	10%	18%	27%
	2018	13%	8%	**23%**	*	22%	50%	-	-	-	-	27%	-	24%	17%	24%	28%

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

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

Total Students: 649
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**65**	*	66	*	-	*	-	-	20	*	64	73	65	73
	2018	63	61	**68**	*	68	67	-	-	-	-	61	-	71	57	65	71
Grade 4 Mathematics	2019	65	61	**73**	*	74	*	-	*	-	-	50	60	72	76	73	82
	2018	65	61	**77**	*	77	83	-	-	-	-	67	-	79	68	76	79
All Grades Both Subjects	2019	69	69	**69**	25	71	*	-	*	-	-	36	69	68	75	69	78
	2018	69	68	**73**	*	73	75	-	-	-	-	64	-	75	63	71	76
All Grades ELA/Reading	2019	68	68	**65**	*	66	*	-	*	-	-	20	*	64	73	65	73
	2018	69	68	**68**	*	68	67	-	-	-	-	61	-	71	57	65	71
All Grades Mathematics	2019	70	70	**73**	*	74	*	-	*	-	-	50	60	72	76	73	82
	2018	70	69	**77**	*	77	83	-	-	-	-	67	-	79	68	76	79

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

Total Students: 649
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**23%**	*	25%	-	-	-	-	-	25%	23%	*
	2018	38%	36%	**33%**	*	32%	*	-	-	-	-	*	28%	*
Mathematics	2019	45%	48%	**41%**	*	38%	*	-	*	-	-	29%	41%	45%
	2018	47%	48%	**44%**	-	36%	*	-	-	-	-	*	44%	*

TEXAS EDUCATION AGENCY

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

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

Total Students: 649
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**76%**	87%	-	80%	99%	-	-	-	-	66%	87%	83%
	2018	77%	74%	**82%**	94%	-	92%	100%	-	-	-	-	56%	94%	88%
At Meets Grade Level or Above	2019	50%	45%	**44%**	55%	-	37%	86%	-	-	-	-	38%	55%	52%
	2018	48%	42%	**53%**	61%	-	53%	79%	-	-	-	-	40%	61%	58%
At Masters Grade Level	2019	24%	18%	**21%**	28%	-	10%	58%	-	-	-	-	14%	28%	25%
	2018	22%	16%	**28%**	32%	-	26%	43%	-	-	-	-	19%	32%	30%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**79%**	85%	-	76%	100%	-	-	-	-	75%	85%	83%
	2018	74%	69%	**85%**	96%	-	93%	100%	-	-	-	-	65%	96%	91%
At Meets Grade Level or Above	2019	48%	42%	**46%**	54%	-	36%	85%	-	-	-	-	40%	54%	51%
	2018	46%	39%	**53%**	58%	-	49%	77%	-	-	-	-	35%	58%	55%
At Masters Grade Level	2019	21%	15%	**25%**	27%	-	12%	55%	-	-	-	-	20%	27%	26%
	2018	19%	14%	**29%**	31%	-	31%	33%	-	-	-	-	18%	31%	29%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**72%**	82%	-	74%	97%	-	-	-	-	60%	82%	78%
	2018	81%	80%	**81%**	94%	-	92%	100%	-	-	-	-	47%	94%	87%
At Meets Grade Level or Above	2019	52%	47%	**42%**	52%	-	34%	82%	-	-	-	-	40%	52%	50%
	2018	50%	43%	**50%**	64%	-	59%	73%	-	-	-	-	35%	64%	59%
At Masters Grade Level	2019	26%	21%	**19%**	27%	-	12%	55%	-	-	-	-	10%	27%	24%
	2018	24%	17%	**28%**	34%	-	31%	40%	-	-	-	-	12%	34%	30%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**79%**	98%	-	97%	100%	-	-	-	-	60%	98%	92%
	2018	66%	62%	**79%**	93%	-	90%	100%	-	-	-	-	56%	93%	86%
At Meets Grade Level or Above	2019	38%	32%	**46%**	63%	-	44%	95%	-	-	-	-	30%	63%	58%
	2018	41%	35%	**57%**	63%	-	50%	100%	-	-	-	-	56%	63%	61%
At Masters Grade Level	2019	14%	10%	**17%**	29%	-	3%	70%	-	-	-	-	10%	29%	26%
	2018	13%	8%	**23%**	28%	-	10%	80%	-	-	-	-	33%	28%	29%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**69%**	79%	-	70%	90%	-	-	-	-	78%	79%	79%
	2018	69%	68%	**73%**	85%	-	85%	85%	-	-	-	-	43%	85%	77%
All Grades ELA/Reading	2019	68%	68%	**65%**	70%	-	46%	90%	-	-	-	-	80%	70%	72%
	2018	69%	68%	**68%**	80%	-	85%	71%	-	-	-	-	57%	80%	74%
All Grades Mathematics	2019	70%	70%	**73%**	84%	-	80%	90%	-	-	-	-	75%	84%	82%
	2018	70%	69%	**77%**	88%	-	85%	95%	-	-	-	-	29%	88%	79%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**23%**	*	-	*	-	-	-	-	-	*	*	*
	2018	38%	36%	**33%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**41%**	33%	-	40%	*	-	-	-	-	60%	33%	45%
	2018	47%	48%	**44%**	-	-	-	-	-	-	-	-	*	-	*

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

Total Students: 649
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	99%	100%	-	*	-	-	99%	99%	100%
Included in Accountability	94%	94%	**93%**	83%	94%	78%	-	*	-	-	91%	94%	95%
Not Included in Accountability													
Mobile	4%	3%	**5%**	17%	4%	22%	-	*	-	-	7%	4%	2%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	*	-	-	1%	1%	3%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	*	-	-	1%	1%	0%
Absent	1%	1%	**1%**	0%	1%	0%	-	*	-	-	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	99%	100%	-	*	-	-	99%	99%	100%
Included in Accountability	94%	94%	**91%**	82%	93%	76%	-	*	-	-	99%	91%	89%
Not Included in Accountability													
Mobile	4%	4%	**5%**	18%	4%	24%	-	*	-	-	0%	6%	4%
Other Exclusions	1%	2%	**3%**	0%	3%	0%	-	*	-	-	0%	3%	6%
Not Tested	1%	1%	**0%**	0%	1%	0%	-	*	-	-	1%	1%	0%
Absent	1%	1%	**0%**	0%	1%	0%	-	*	-	-	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%

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

Total Students: 649
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.8%**	95.5%	95.9%	94.3%	-	*	-	*	94.6%	95.8%	96.7%
2016-17	95.7%	94.6%	**96.7%**	96.0%	96.8%	95.3%	*	*	-	-	95.7%	96.7%	97.4%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 649
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 649
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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

Total Students: 649
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 649
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	649	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	43	6.6%	4.3%	4.4%
Kindergarten	110	16.9%	6.4%	6.9%
Grade 1	121	18.6%	7.1%	7.1%
Grade 2	120	18.5%	7.0%	7.2%
Grade 3	127	19.6%	7.1%	7.3%
Grade 4	128	19.7%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	24	3.7%	7.2%	12.6%
Hispanic	590	90.9%	83.4%	52.6%
White	33	5.1%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	2	0.3%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.4%
Economically Disadvantaged	596	91.8%	86.3%	60.6%
Non-Educationally Disadvantaged	53	8.2%	13.7%	39.4%
Section 504 Students	33	5.1%	5.6%	6.5%
English Learners (EL)	274	42.2%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	19	2.9%	4.1%	3.6%
At-Risk	379	58.4%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	76			
By Type of Primary Disability				
Students with Intellectual Disabilities	14	18.4%	44.2%	42.4%
Students with Physical Disabilities	24	31.6%	16.3%	21.9%
Students with Autism	26	34.2%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	82	14.6%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	10	1.8%		
Hispanic	60	10.7%		
White	10	1.8%		
American Indian	0	0.0%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	10.6%	10.1%	3.1%	11.8%	12.3%	5.5%
Grade 2	6.2%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	1.8%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.0	17.5	18.9
Grade 1	19.8	17.7	18.8
Grade 2	19.0	17.0	18.7
Grade 3	19.9	16.9	18.9
Grade 4	18.5	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

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

Total Students: 649
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	67.8	100.0%	100.0%	100.0%
Professional Staff:	53.8	79.3%	59.1%	64.1%
Teachers	46.2	68.1%	46.1%	49.8%
Professional Support	5.6	8.2%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.9%	2.4%	3.0%
Educational Aides:	14.1	20.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	40.6	59.9%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.0	6.5%	10.1%	10.6%
Hispanic	21.1	45.6%	35.2%	27.7%
White	21.1	45.7%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.2%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	3.0	6.5%	24.4%	23.8%
Females	43.2	93.5%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	39.1	84.6%	76.3%	73.6%
Masters	6.1	13.2%	21.8%	24.3%
Doctorate	1.0	2.2%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.1	6.7%	6.4%	7.0%
1-5 Years Experience	13.0	28.1%	35.0%	28.9%
6-10 Years Experience	5.0	10.8%	21.1%	19.0%
11-20 Years Experience	22.0	47.7%	26.5%	29.3%
Over 20 Years Experience	3.1	6.6%	10.9%	15.7%
Number of Students per Teacher	14.1	n/a	13.9	15.1

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

Total Students: 649
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	24.0	7.5	6.3
Average Years Experience of Principals with District	24.0	7.3	5.4
Average Years Experience of Assistant Principals	15.0	6.3	5.3
Average Years Experience of Assistant Principals with District	13.0	6.0	4.7
Average Years Experience of Teachers:	10.9	9.7	11.1
Average Years Experience of Teachers with District:	10.2	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,033	$51,929	$47,218
1-5 Years Experience	$54,514	$54,679	$50,408
6-10 Years Experience	$56,819	$56,719	$52,786
11-20 Years Experience	$56,121	$57,147	$56,041
Over 20 Years Experience	$50,291	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,084	$56,382	$54,122
Professional Support	$62,071	$70,595	$64,069
Campus Administration (School Leadership)	$104,121	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 649
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	307	47.3%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	25	3.9%	5.3%	8.1%
Special Education	76	11.7%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	15.0	32.5%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	28.8	62.4%	68.3%	71.4%
Special Education	2.4	5.2%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **FISHER ELEMENTARY**

Campus Number: **101917102**

2019 Accountability Rating: **C**

Distinction Designations:

Postsecondary Readiness

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

Total Students: 688
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**83%**	80%	82%	90%	-	*	-	-	53%	*	84%	67%	83%	87%
	2018	77%	78%	**80%**	100%	79%	100%	*	-	-	*	63%	*	81%	75%	78%	77%
At Meets Grade Level or Above	2019	45%	42%	**47%**	40%	46%	50%	-	*	-	-	35%	*	48%	33%	45%	47%
	2018	43%	40%	**40%**	14%	39%	83%	*	-	-	*	56%	*	43%	13%	34%	41%
At Masters Grade Level	2019	27%	23%	**19%**	0%	22%	10%	-	*	-	-	0%	*	20%	11%	17%	21%
	2018	25%	19%	**22%**	14%	21%	50%	*	-	-	*	13%	*	25%	0%	17%	21%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**95%**	80%	97%	90%	-	*	-	-	88%	*	97%	78%	95%	98%
	2018	78%	78%	**88%**	86%	88%	100%	*	-	-	*	75%	*	88%	94%	87%	87%
At Meets Grade Level or Above	2019	49%	41%	**61%**	40%	61%	70%	-	*	-	-	59%	*	63%	44%	60%	69%
	2018	47%	40%	**60%**	14%	61%	83%	*	-	-	*	69%	*	62%	44%	56%	66%
At Masters Grade Level	2019	25%	17%	**25%**	0%	24%	40%	-	*	-	-	18%	*	25%	22%	27%	27%
	2018	23%	16%	**19%**	14%	18%	33%	*	-	-	*	19%	*	22%	0%	16%	20%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**75%**	75%	74%	*	-	-	-	*	52%	67%	80%	50%	73%	70%
	2018	73%	71%	**73%**	*	71%	91%	-	*	-	-	25%	*	72%	76%	67%	66%
At Meets Grade Level or Above	2019	44%	41%	**38%**	25%	37%	*	-	-	-	*	39%	33%	43%	15%	36%	38%
	2018	46%	41%	**45%**	*	42%	64%	-	*	-	-	17%	*	46%	38%	39%	35%
At Masters Grade Level	2019	22%	17%	**13%**	0%	12%	*	-	-	-	*	9%	0%	14%	5%	10%	11%
	2018	24%	19%	**21%**	*	20%	36%	-	*	-	-	0%	*	23%	14%	16%	16%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**83%**	50%	84%	*	-	-	-	*	61%	83%	86%	65%	83%	87%
	2018	78%	77%	**85%**	*	86%	83%	-	*	-	-	17%	*	86%	82%	84%	93%
At Meets Grade Level or Above	2019	48%	40%	**42%**	13%	43%	*	-	-	-	*	35%	33%	45%	25%	40%	55%
	2018	49%	43%	**52%**	*	54%	33%	-	*	-	-	17%	*	57%	32%	48%	59%
At Masters Grade Level	2019	28%	18%	**16%**	0%	15%	*	-	-	-	*	17%	0%	17%	5%	14%	21%
	2018	27%	20%	**23%**	*	23%	25%	-	*	-	-	0%	*	27%	5%	22%	29%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**65%**	50%	65%	*	-	-	-	*	48%	50%	71%	35%	62%	60%
	2018	63%	62%	**73%**	*	72%	75%	-	*	-	-	27%	*	75%	64%	69%	78%
At Meets Grade Level or Above	2019	35%	30%	**30%**	25%	29%	*	-	-	-	*	35%	33%	34%	10%	25%	31%
	2018	39%	36%	**40%**	*	39%	42%	-	*	-	-	18%	*	42%	32%	36%	42%
At Masters Grade Level	2019	11%	8%	**9%**	13%	8%	*	-	-	-	*	9%	0%	9%	10%	7%	8%
	2018	11%	8%	**4%**	*	3%	8%	-	*	-	-	0%	*	5%	0%	3%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**79%**	65%	79%	94%	-	*	-	*	59%	68%	83%	55%	78%	79%
	2018	77%	74%	**80%**	80%	79%	87%	*	*	-	*	45%	75%	81%	77%	77%	80%
At Meets Grade Level or Above	2019	50%	45%	**43%**	26%	42%	59%	-	*	-	*	40%	32%	46%	22%	40%	47%
	2018	48%	42%	**47%**	25%	47%	55%	*	*	-	*	39%	58%	50%	32%	43%	48%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

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

Total Students: 688
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**16%**	3%	15%	31%	-	*	-	*	11%	0%	17%	9%	14%	17%
	2018	22%	16%	**18%**	25%	17%	28%	*	*	-	*	7%	17%	21%	4%	15%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**78%**	77%	77%	93%	-	*	-	*	53%	63%	82%	55%	77%	78%
	2018	74%	69%	**77%**	89%	75%	94%	*	*	-	*	46%	60%	77%	76%	73%	71%
At Meets Grade Level or Above	2019	48%	42%	**42%**	31%	41%	57%	-	*	-	*	38%	25%	45%	21%	40%	42%
	2018	46%	39%	**42%**	22%	40%	71%	*	*	-	*	39%	40%	45%	27%	36%	38%
At Masters Grade Level	2019	21%	15%	**16%**	0%	16%	21%	-	*	-	*	5%	0%	17%	7%	13%	16%
	2018	19%	14%	**22%**	22%	20%	41%	*	*	-	*	7%	40%	24%	8%	16%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**88%**	62%	90%	93%	-	*	-	*	73%	88%	91%	69%	88%	92%
	2018	81%	80%	**87%**	78%	87%	89%	*	*	-	*	50%	80%	87%	87%	85%	90%
At Meets Grade Level or Above	2019	52%	47%	**50%**	23%	51%	64%	-	*	-	*	45%	38%	53%	31%	49%	61%
	2018	50%	43%	**56%**	22%	58%	50%	*	*	-	*	46%	60%	59%	37%	53%	62%
At Masters Grade Level	2019	26%	21%	**20%**	0%	19%	43%	-	*	-	*	18%	0%	21%	10%	20%	24%
	2018	24%	17%	**21%**	22%	20%	28%	*	*	-	*	11%	0%	24%	3%	18%	25%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**65%**	50%	65%	*	-	-	-	*	48%	50%	71%	35%	62%	60%
	2018	66%	62%	**73%**	*	72%	75%	-	*	-	-	27%	*	75%	64%	69%	78%
At Meets Grade Level or Above	2019	38%	32%	**30%**	25%	29%	*	-	-	-	*	35%	33%	34%	10%	25%	31%
	2018	41%	35%	**40%**	*	39%	42%	-	*	-	-	18%	*	42%	32%	36%	42%
At Masters Grade Level	2019	14%	10%	**9%**	13%	8%	*	-	-	-	*	9%	0%	9%	10%	7%	8%
	2018	13%	8%	**4%**	*	3%	8%	-	*	-	-	0%	*	5%	0%	3%	4%

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

Total Students: 688
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**63**	63	65	*	-	-	-	*	76	*	66	47	65	72
	2018	63	61	**55**	*	58	41	-	*	-	-	36	*	54	56	51	52
Grade 4 Mathematics	2019	65	61	**53**	25	55	*	-	-	-	*	67	42	53	53	54	58
	2018	65	61	**58**	*	60	50	-	*	-	-	50	*	58	58	59	68
All Grades Both Subjects	2019	69	69	**57**	44	59	50	-	-	-	*	71	30	59	50	58	62
	2018	69	68	**57**	*	59	46	-	*	-	-	43	*	57	57	56	63
All Grades ELA/Reading	2019	68	68	**63**	63	65	*	-	-	-	*	76	*	66	47	65	72
	2018	69	68	**55**	*	58	41	-	*	-	-	36	*	54	56	51	52
All Grades Mathematics	2019	70	70	**53**	25	55	*	-	-	-	*	67	42	53	53	54	58
	2018	70	69	**58**	*	60	50	-	*	-	-	50	*	58	58	59	68

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

Total Students: 688
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**41%**	*	40%	-	-	-	-	-	50%	44%	*
	2018	38%	36%	*	*	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**46%**	*	50%	-	-	-	-	-	*	50%	*
	2018	47%	48%	*	*	*	-	-	-	-	-	*	*	*

TEXAS EDUCATION AGENCY

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

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

Total Students: 688
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**79%**	79%	-	70%	95%	-	-	-	-	77%	79%	79%
	2018	77%	74%	**80%**	82%	-	74%	96%	-	-	-	-	58%	82%	80%
At Meets Grade Level or Above	2019	50%	45%	**43%**	43%	-	34%	59%	-	-	-	-	63%	43%	45%
	2018	48%	42%	**47%**	49%	-	38%	69%	-	-	-	-	30%	49%	47%
At Masters Grade Level	2019	24%	18%	**16%**	16%	-	8%	29%	-	-	-	-	17%	16%	16%
	2018	22%	16%	**18%**	20%	-	11%	35%	-	-	-	-	0%	20%	18%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**78%**	77%	-	67%	94%	-	-	-	-	82%	77%	77%
	2018	74%	69%	**77%**	72%	-	56%	98%	-	-	-	-	62%	72%	71%
At Meets Grade Level or Above	2019	48%	42%	**42%**	36%	-	25%	56%	-	-	-	-	73%	36%	40%
	2018	46%	39%	**42%**	37%	-	20%	65%	-	-	-	-	38%	37%	37%
At Masters Grade Level	2019	21%	15%	**16%**	17%	-	8%	32%	-	-	-	-	0%	17%	15%
	2018	19%	14%	**22%**	20%	-	6%	44%	-	-	-	-	0%	20%	18%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**88%**	94%	-	90%	100%	-	-	-	-	75%	94%	92%
	2018	81%	80%	**87%**	94%	-	92%	98%	-	-	-	-	54%	94%	90%
At Meets Grade Level or Above	2019	52%	47%	**50%**	60%	-	58%	63%	-	-	-	-	58%	60%	60%
	2018	50%	43%	**56%**	65%	-	62%	70%	-	-	-	-	31%	65%	61%
At Masters Grade Level	2019	26%	21%	**20%**	21%	-	13%	34%	-	-	-	-	33%	21%	22%
	2018	24%	17%	**21%**	28%	-	23%	37%	-	-	-	-	0%	28%	25%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**65%**	56%	-	40%	88%	-	-	-	-	71%	56%	58%
	2018	66%	62%	**73%**	79%	-	72%	91%	-	-	-	-	57%	79%	77%
At Meets Grade Level or Above	2019	38%	32%	**30%**	23%	-	6%	59%	-	-	-	-	57%	23%	27%
	2018	41%	35%	**40%**	43%	-	25%	73%	-	-	-	-	14%	43%	40%
At Masters Grade Level	2019	14%	10%	**9%**	4%	-	0%	12%	-	-	-	-	14%	4%	5%
	2018	13%	8%	**4%**	5%	-	0%	14%	-	-	-	-	0%	5%	5%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**57%**	58%	-	55%	61%	-	-	-	-	75%	58%	61%
	2018	69%	68%	**57%**	70%	-	81%	60%	-	-	-	-	18%	70%	62%
All Grades ELA/Reading	2019	68%	68%	**63%**	68%	-	*	63%	-	-	-	-	86%	68%	73%
	2018	69%	68%	**55%**	57%	-	*	59%	-	-	-	-	21%	57%	48%
All Grades Mathematics	2019	70%	70%	**53%**	55%	-	53%	59%	-	-	-	-	64%	55%	56%
	2018	70%	69%	**58%**	75%	-	84%	61%	-	-	-	-	14%	75%	68%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**41%**	*	-	*	-	-	-	-	-	*	*	*
	2018	38%	36%	*	*	-	-	*	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**46%**	*	-	-	*	-	-	-	-	*	*	*
	2018	47%	48%	*	*	-	*	-	-	-	-	-	*	*	*

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

Total Students: 688
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	99%	100%	-	*	-	*	100%	99%	100%
Included in Accountability	94%	94%	**89%**	100%	88%	100%	-	*	-	*	100%	88%	86%
Not Included in Accountability													
Mobile	4%	3%	**6%**	0%	6%	0%	-	*	-	*	0%	6%	4%
Other Exclusions	1%	2%	**4%**	0%	5%	0%	-	*	-	*	0%	4%	10%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	*	-	*	0%	1%	0%
Absent	1%	1%	**1%**	0%	1%	0%	-	*	-	*	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	99%	98%	*	*	-	*	100%	99%	100%
Included in Accountability	94%	94%	**90%**	63%	91%	89%	*	*	-	*	83%	88%	94%
Not Included in Accountability													
Mobile	4%	4%	**9%**	38%	8%	9%	*	*	-	*	16%	10%	4%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	*	-	*	1%	1%	1%
Not Tested	1%	1%	**1%**	0%	1%	2%	*	*	-	*	0%	1%	0%
Absent	1%	1%	**1%**	0%	1%	0%	*	*	-	*	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	2%	*	*	-	*	0%	0%	0%

District Name: PASADENA ISD
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Campus Number: 101917102

Total Students: 688
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.2%**	94.8%	95.2%	94.6%	*	*	*	*	93.0%	95.2%	96.3%
2016-17	95.7%	94.6%	**95.9%**	96.2%	96.0%	95.0%	*	*	-	*	94.4%	95.8%	96.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 688
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 688
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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

Total Students: 688
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 688
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 688
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 688
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	688	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	92	13.4%	4.3%	4.4%
Kindergarten	113	16.4%	6.4%	6.9%
Grade 1	114	16.6%	7.1%	7.1%
Grade 2	111	16.1%	7.0%	7.2%
Grade 3	115	16.7%	7.1%	7.3%
Grade 4	143	20.8%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	29	4.2%	7.2%	12.6%
Hispanic	598	86.9%	83.4%	52.6%
White	50	7.3%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	5	0.7%	3.0%	4.5%
Pacific Islander	1	0.1%	0.1%	0.2%
Two or More Races	5	0.7%	0.6%	2.4%
Economically Disadvantaged	608	88.4%	86.3%	60.6%
Non-Educationally Disadvantaged	80	11.6%	13.7%	39.4%
Section 504 Students	37	5.4%	5.6%	6.5%
English Learners (EL)	315	45.8%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	25	3.6%	4.1%	3.6%
At-Risk	498	72.4%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	79			
By Type of Primary Disability				
Students with Intellectual Disabilities	16	20.3%	44.2%	42.4%
Students with Physical Disabilities	25	31.6%	16.3%	21.9%
Students with Autism	25	31.6%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	94	15.6%	15.6%	15.4%

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

Total Students: 688
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	16	2.6%		
Hispanic	70	11.6%		
White	8	1.3%		
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	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	1.1%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	11.3%	10.1%	3.1%	20.0%	12.3%	5.5%
Grade 2	12.1%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	4.9%	2.7%	1.1%	3.4%	0.8%	0.9%
Grade 4	0.8%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.5	17.5	18.9
Grade 1	16.0	17.7	18.8
Grade 2	16.9	17.0	18.7
Grade 3	16.1	16.9	18.9
Grade 4	14.8	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

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

Total Students: 688
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	77.2	100.0%	100.0%	100.0%
Professional Staff:	58.9	76.3%	59.1%	64.1%
Teachers	49.2	63.7%	46.1%	49.8%
Professional Support	6.7	8.7%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	3.9%	2.4%	3.0%
Educational Aides:	18.3	23.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	43.6	56.5%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	10.1%	10.6%
Hispanic	22.0	44.7%	35.2%	27.7%
White	26.2	53.2%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	6.2	12.6%	24.4%	23.8%
Females	43.0	87.4%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	41.2	83.7%	76.3%	73.6%
Masters	8.0	16.3%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.4%	7.0%
1-5 Years Experience	13.0	26.4%	35.0%	28.9%
6-10 Years Experience	19.2	39.0%	21.1%	19.0%
11-20 Years Experience	14.0	28.5%	26.5%	29.3%
Over 20 Years Experience	3.0	6.1%	10.9%	15.7%
Number of Students per Teacher	14.0	n/a	13.9	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

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

Total Students: 688
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.5	6.3
Average Years Experience of Principals with District	4.0	7.3	5.4
Average Years Experience of Assistant Principals	6.0	6.3	5.3
Average Years Experience of Assistant Principals with District	6.0	6.0	4.7
Average Years Experience of Teachers:	10.1	9.7	11.1
Average Years Experience of Teachers with District:	8.6	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$51,929	$47,218
1-5 Years Experience	$54,071	$54,679	$50,408
6-10 Years Experience	$56,141	$56,719	$52,786
11-20 Years Experience	$57,864	$57,147	$56,041
Over 20 Years Experience	$59,577	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,294	$56,382	$54,122
Professional Support	$60,861	$70,595	$64,069
Campus Administration (School Leadership)	$89,665	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 688
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	346	50.3%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	23	3.3%	5.3%	8.1%
Special Education	79	11.5%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	14.1	28.7%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	4.0	8.1%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	27.9	56.7%	68.3%	71.4%
Special Education	3.2	6.5%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **FREEMAN EL**

Campus Number: **101917103**

2019 Accountability Rating: **C**

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**77%**	67%	77%	*	-	*	-	-	33%	*	77%	77%	76%	77%
	2018	77%	78%	**74%**	70%	74%	*	-	-	-	*	20%	*	72%	83%	73%	72%
At Meets Grade Level or Above	2019	45%	42%	**41%**	33%	40%	*	-	*	-	-	17%	*	40%	46%	41%	48%
	2018	43%	40%	**31%**	40%	26%	*	-	-	-	*	0%	*	30%	33%	31%	31%
At Masters Grade Level	2019	27%	23%	**27%**	17%	26%	*	-	*	-	-	17%	*	28%	23%	27%	29%
	2018	25%	19%	**15%**	30%	9%	*	-	-	-	*	0%	*	13%	25%	16%	6%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**79%**	50%	81%	*	-	*	-	-	33%	*	80%	77%	80%	81%
	2018	78%	78%	**61%**	40%	65%	*	-	-	-	*	0%	*	65%	42%	60%	56%
At Meets Grade Level or Above	2019	49%	41%	**36%**	17%	36%	*	-	*	-	-	33%	*	40%	15%	36%	45%
	2018	47%	40%	**22%**	30%	18%	*	-	-	-	*	0%	*	22%	25%	23%	13%
At Masters Grade Level	2019	25%	17%	**10%**	0%	10%	*	-	*	-	-	0%	*	12%	0%	11%	10%
	2018	23%	16%	**6%**	10%	4%	*	-	-	-	*	0%	*	5%	8%	6%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**72%**	82%	68%	100%	-	-	-	-	33%	*	75%	65%	73%	61%
	2018	73%	71%	**68%**	71%	67%	*	-	-	-	*	*	*	68%	70%	66%	60%
At Meets Grade Level or Above	2019	44%	41%	**35%**	36%	35%	40%	-	-	-	-	0%	*	34%	40%	37%	34%
	2018	46%	41%	**34%**	29%	34%	*	-	-	-	*	*	*	35%	30%	32%	29%
At Masters Grade Level	2019	22%	17%	**13%**	9%	13%	20%	-	-	-	-	0%	*	12%	15%	13%	12%
	2018	24%	19%	**13%**	0%	14%	*	-	-	-	*	*	*	15%	10%	13%	7%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**67%**	45%	71%	60%	-	-	-	-	0%	*	68%	65%	65%	73%
	2018	78%	77%	**73%**	29%	76%	*	-	-	-	*	*	*	77%	60%	72%	79%
At Meets Grade Level or Above	2019	48%	40%	**24%**	18%	24%	40%	-	-	-	-	0%	*	25%	20%	25%	24%
	2018	49%	43%	**32%**	14%	33%	*	-	-	-	*	*	*	34%	25%	31%	33%
At Masters Grade Level	2019	28%	18%	**9%**	0%	10%	20%	-	-	-	-	0%	*	10%	5%	9%	5%
	2018	27%	20%	**13%**	0%	13%	*	-	-	-	*	*	*	15%	5%	13%	14%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**54%**	42%	52%	100%	-	-	-	-	33%	*	53%	57%	53%	51%
	2018	63%	62%	**48%**	33%	49%	*	-	-	-	*	*	*	48%	47%	44%	38%
At Meets Grade Level or Above	2019	35%	30%	**21%**	17%	21%	40%	-	-	-	-	0%	*	20%	24%	21%	22%
	2018	39%	36%	**20%**	17%	21%	*	-	-	-	*	*	*	23%	11%	18%	14%
At Masters Grade Level	2019	11%	8%	**4%**	8%	3%	0%	-	-	-	-	0%	*	3%	5%	4%	0%
	2018	11%	8%	**5%**	0%	5%	*	-	-	-	*	*	*	6%	0%	4%	2%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**70%**	57%	71%	88%	-	*	-	-	27%	50%	71%	67%	69%	68%
	2018	77%	74%	**65%**	50%	66%	64%	-	-	-	100%	5%	40%	66%	60%	63%	61%
At Meets Grade Level or Above	2019	50%	45%	**31%**	24%	31%	47%	-	*	-	-	10%	25%	32%	29%	32%	34%
	2018	48%	42%	**28%**	28%	27%	36%	-	-	-	80%	0%	20%	29%	24%	27%	24%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

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

Total Students: 498
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**12%**	7%	12%	18%	-	*	-	-	3%	13%	13%	9%	13%	10%
	2018	22%	16%	**10%**	10%	9%	27%	-	-	-	60%	0%	0%	11%	8%	10%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**75%**	76%	73%	100%	-	*	-	-	33%	*	76%	70%	75%	68%
	2018	74%	69%	**71%**	71%	70%	80%	-	-	-	*	13%	*	70%	75%	69%	65%
At Meets Grade Level or Above	2019	48%	42%	**38%**	35%	38%	50%	-	*	-	-	8%	*	37%	42%	39%	40%
	2018	46%	39%	**32%**	35%	31%	40%	-	-	-	*	0%	*	33%	31%	32%	30%
At Masters Grade Level	2019	21%	15%	**20%**	12%	20%	33%	-	*	-	-	8%	*	20%	18%	20%	19%
	2018	19%	14%	**14%**	18%	12%	40%	-	-	-	*	0%	*	14%	16%	14%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**73%**	47%	77%	67%	-	*	-	-	17%	*	74%	70%	73%	76%
	2018	81%	80%	**68%**	35%	71%	60%	-	-	-	*	0%	*	71%	53%	66%	69%
At Meets Grade Level or Above	2019	52%	47%	**30%**	18%	30%	50%	-	*	-	-	17%	*	33%	18%	31%	33%
	2018	50%	43%	**27%**	24%	26%	40%	-	-	-	*	0%	*	28%	25%	27%	24%
At Masters Grade Level	2019	26%	21%	**10%**	0%	10%	17%	-	*	-	-	0%	*	11%	3%	10%	7%
	2018	24%	17%	**10%**	6%	9%	20%	-	-	-	*	0%	*	10%	6%	9%	8%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**54%**	42%	52%	100%	-	-	-	-	33%	*	53%	57%	53%	51%
	2018	66%	62%	**48%**	33%	49%	*	-	-	-	*	*	*	48%	47%	44%	38%
At Meets Grade Level or Above	2019	38%	32%	**21%**	17%	21%	40%	-	-	-	-	0%	*	20%	24%	21%	22%
	2018	41%	35%	**20%**	17%	21%	*	-	-	-	*	*	*	23%	11%	18%	14%
At Masters Grade Level	2019	14%	10%	**4%**	8%	3%	0%	-	-	-	-	0%	*	3%	5%	4%	0%
	2018	13%	8%	**5%**	0%	5%	*	-	-	-	*	*	*	6%	0%	4%	2%

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

Total Students: 498
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**73**	78	69	80	-	-	-	-	83	-	75	65	74	*
	2018	63	61	**56**	*	57	*	-	-	-	*	*	-	65	39	59	*
Grade 4 Mathematics	2019	65	61	**69**	50	71	70	-	-	-	-	50	*	67	75	70	67
	2018	65	61	**57**	*	60	*	-	-	-	*	*	*	58	50	59	62
All Grades Both Subjects	2019	69	69	**70**	64	71	75	-	-	-	-	67	*	70	71	71	67
	2018	69	68	**57**	25	59	*	-	-	-	*	*	*	60	45	59	62
All Grades ELA/Reading	2019	68	68	**73**	78	69	80	-	-	-	-	83	-	75	65	74	*
	2018	69	68	**56**	*	57	*	-	-	-	*	*	-	65	39	59	*
All Grades Mathematics	2019	70	70	**69**	50	71	70	-	-	-	-	50	*	67	75	70	67
	2018	70	69	**57**	*	60	*	-	-	-	*	*	*	58	50	59	62

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**54%**	*	43%	*	-	-	-	-	20%	50%	*
	2018	38%	36%	*	*	*	-	-	-	-	-	*	*	-
Mathematics	2019	45%	48%	**25%**	40%	13%	*	-	-	-	-	0%	20%	*
	2018	47%	48%	*	*	*	-	-	-	-	-	*	*	*

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

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

Total Students: 498
Grade Span: EE - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**70%**	68%	-	68%	-	-	-	-	-	45%	68%	67%
	2018	77%	74%	**65%**	61%	-	61%	-	-	-	-	-	55%	61%	61%
At Meets Grade Level or Above	2019	50%	45%	**31%**	34%	-	34%	-	-	-	-	-	18%	34%	33%
	2018	48%	42%	**28%**	23%	-	23%	-	-	-	-	-	36%	23%	24%
At Masters Grade Level	2019	24%	18%	**12%**	11%	-	11%	-	-	-	-	-	0%	11%	10%
	2018	22%	16%	**10%**	7%	-	7%	-	-	-	-	-	0%	7%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**75%**	70%	-	70%	-	-	-	-	-	*	70%	68%
	2018	74%	69%	**71%**	65%	-	65%	-	-	-	-	-	60%	65%	65%
At Meets Grade Level or Above	2019	48%	42%	**38%**	40%	-	40%	-	-	-	-	-	*	40%	39%
	2018	46%	39%	**32%**	29%	-	29%	-	-	-	-	-	40%	29%	30%
At Masters Grade Level	2019	21%	15%	**20%**	19%	-	19%	-	-	-	-	-	*	19%	18%
	2018	19%	14%	**14%**	7%	-	7%	-	-	-	-	-	0%	7%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**73%**	78%	-	78%	-	-	-	-	-	*	78%	76%
	2018	81%	80%	**68%**	71%	-	71%	-	-	-	-	-	40%	71%	69%
At Meets Grade Level or Above	2019	52%	47%	**30%**	36%	-	36%	-	-	-	-	-	*	36%	34%
	2018	50%	43%	**27%**	25%	-	25%	-	-	-	-	-	20%	25%	24%
At Masters Grade Level	2019	26%	21%	**10%**	7%	-	7%	-	-	-	-	-	*	7%	7%
	2018	24%	17%	**10%**	9%	-	9%	-	-	-	-	-	0%	9%	8%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**54%**	49%	-	49%	-	-	-	-	-	*	49%	50%
	2018	66%	62%	**48%**	37%	-	37%	-	-	-	-	-	*	37%	38%
At Meets Grade Level or Above	2019	38%	32%	**21%**	19%	-	19%	-	-	-	-	-	*	19%	20%
	2018	41%	35%	**20%**	12%	-	12%	-	-	-	-	-	*	12%	14%
At Masters Grade Level	2019	14%	10%	**4%**	0%	-	0%	-	-	-	-	-	*	0%	0%
	2018	13%	8%	**5%**	2%	-	2%	-	-	-	-	-	*	2%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**70%**	66%	-	66%	-	-	-	-	-	67%	66%	66%
	2018	69%	68%	**57%**	60%	-	60%	-	-	-	-	-	*	60%	62%
All Grades ELA/Reading	2019	68%	68%	**73%**	-	-	-	-	-	-	-	-	*	-	*
	2018	69%	68%	**56%**	*	-	*	-	-	-	-	-	*	*	*
All Grades Mathematics	2019	70%	70%	**69%**	66%	-	66%	-	-	-	-	-	*	66%	66%
	2018	70%	69%	**57%**	61%	-	61%	-	-	-	-	-	*	61%	62%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**54%**	-	-	-	-	-	-	-	-	*	-	*
	2018	38%	36%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019	45%	48%	**25%**	-	-	-	-	-	-	-	-	*	-	*
	2018	47%	48%	*	*	-	*	-	-	-	-	-	-	*	*

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

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

Total Students: 498
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%
Included in Accountability	94%	94%	**88%**	77%	90%	100%	-	*	-	-	81%	90%	88%
Not Included in Accountability													
Mobile	4%	3%	**11%**	23%	9%	0%	-	*	-	-	19%	9%	10%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	98%	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**87%**	87%	87%	73%	-	-	-	100%	86%	90%	81%
Not Included in Accountability													
Mobile	4%	4%	**7%**	11%	6%	27%	-	-	-	0%	14%	5%	9%
Other Exclusions	1%	2%	**6%**	0%	6%	0%	-	-	-	0%	0%	5%	11%
Not Tested	1%	1%	**0%**	2%	0%	0%	-	-	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	2%	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%

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

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

Total Students: 498
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.9%**	93.5%	96.1%	95.7%	-	*	-	*	95.3%	96.1%	96.6%
2016-17	95.7%	94.6%	**96.1%**	92.4%	96.5%	97.8%	-	*	-	*	94.3%	96.0%	96.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 498
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 498
Grade Span: EE - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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

Total Students: 498
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 498
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	498	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	16	3.2%	0.3%	0.3%
Pre-Kindergarten	52	10.4%	4.3%	4.4%
Kindergarten	85	17.1%	6.4%	6.9%
Grade 1	84	16.9%	7.1%	7.1%
Grade 2	90	18.1%	7.0%	7.2%
Grade 3	83	16.7%	7.1%	7.3%
Grade 4	88	17.7%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	50	10.0%	7.2%	12.6%
Hispanic	422	84.7%	83.4%	52.6%
White	17	3.4%	5.6%	27.4%
American Indian	3	0.6%	0.1%	0.4%
Asian	4	0.8%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	2	0.4%	0.6%	2.4%
Economically Disadvantaged	478	96.0%	86.3%	60.6%
Non-Educationally Disadvantaged	20	4.0%	13.7%	39.4%
Section 504 Students	21	4.2%	5.6%	6.5%
English Learners (EL)	202	40.6%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	17	3.4%	4.1%	3.6%
At-Risk	306	61.4%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	52			
By Type of Primary Disability				
Students with Intellectual Disabilities	7	13.5%	44.2%	42.4%
Students with Physical Disabilities	16	30.8%	16.3%	21.9%
Students with Autism	24	46.2%	21.4%	13.7%
Students with Behavioral Disabilities	*	*	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	98	23.0%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	21	4.9%		
Hispanic	68	15.9%		
White	8	1.9%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	28.6%	1.8%	6.2%
Grade 1	10.8%	10.1%	3.1%	15.4%	12.3%	5.5%
Grade 2	9.5%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	0.0%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	2.2%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.0	17.5	18.9
Grade 1	17.6	17.7	18.8
Grade 2	17.4	17.0	18.7
Grade 3	15.3	16.9	18.9
Grade 4	13.7	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

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

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

Total Students: 498
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	61.6	100.0%	100.0%	100.0%
Professional Staff:	44.9	73.0%	59.1%	64.1%
Teachers	36.8	59.8%	46.1%	49.8%
Professional Support	6.1	9.9%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.2%	2.4%	3.0%
Educational Aides:	16.6	27.0%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	43.0	69.8%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.8	10.4%	10.1%	10.6%
Hispanic	20.0	54.3%	35.2%	27.7%
White	13.0	35.3%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	10.9%	24.4%	23.8%
Females	32.8	89.1%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	28.8	78.3%	76.3%	73.6%
Masters	8.0	21.7%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.7%	6.4%	7.0%
1-5 Years Experience	17.1	46.3%	35.0%	28.9%
6-10 Years Experience	8.8	23.8%	21.1%	19.0%
11-20 Years Experience	8.0	21.7%	26.5%	29.3%
Over 20 Years Experience	2.0	5.4%	10.9%	15.7%
Number of Students per Teacher	13.5	n/a	13.9	15.1

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

Total Students: 498
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	7.5	6.3
Average Years Experience of Principals with District	7.0	7.3	5.4
Average Years Experience of Assistant Principals	19.0	6.3	5.3
Average Years Experience of Assistant Principals with District	19.0	6.0	4.7
Average Years Experience of Teachers:	7.9	9.7	11.1
Average Years Experience of Teachers with District:	7.0	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,540	$51,929	$47,218
1-5 Years Experience	$54,868	$54,679	$50,408
6-10 Years Experience	$57,397	$56,719	$52,786
11-20 Years Experience	$55,183	$57,147	$56,041
Over 20 Years Experience	$66,183	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,117	$56,382	$54,122
Professional Support	$65,828	$70,595	$64,069
Campus Administration (School Leadership)	$98,331	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Total Students: 498
Grade Span: EE - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	190	38.2%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	15	3.0%	5.3%	8.1%
Special Education	52	10.4%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	11.2	30.4%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	20.9	56.9%	68.3%	71.4%
Special Education	4.7	12.8%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **GARDENS EL**

Campus Number: **101917104**

2019 Accountability Rating: **C**

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**79%**	*	80%	*	-	-	-	-	56%	*	76%	95%	77%	82%
	2018	77%	78%	**72%**	25%	76%	40%	-	*	-	-	38%	-	72%	71%	71%	76%
At Meets Grade Level or Above	2019	45%	42%	**47%**	*	48%	*	-	-	-	-	11%	*	45%	58%	45%	54%
	2018	43%	40%	**33%**	13%	34%	40%	-	*	-	-	33%	-	36%	19%	33%	42%
At Masters Grade Level	2019	27%	23%	**21%**	*	21%	*	-	-	-	-	0%	*	22%	16%	19%	23%
	2018	25%	19%	**18%**	0%	18%	20%	-	*	-	-	5%	-	18%	14%	18%	22%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**80%**	*	81%	*	-	-	-	-	67%	*	82%	74%	79%	78%
	2018	78%	78%	**73%**	75%	74%	60%	-	*	-	-	67%	-	74%	71%	73%	73%
At Meets Grade Level or Above	2019	49%	41%	**33%**	*	31%	*	-	-	-	-	11%	*	32%	37%	30%	28%
	2018	47%	40%	**30%**	13%	31%	40%	-	*	-	-	33%	-	32%	19%	29%	33%
At Masters Grade Level	2019	25%	17%	**13%**	*	13%	*	-	-	-	-	0%	*	15%	5%	12%	11%
	2018	23%	16%	**10%**	0%	11%	0%	-	*	-	-	5%	-	10%	14%	10%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**78%**	20%	80%	*	-	-	-	-	33%	*	77%	79%	78%	75%
	2018	73%	71%	**71%**	71%	73%	50%	-	-	-	-	50%	*	75%	60%	69%	79%
At Meets Grade Level or Above	2019	44%	41%	**34%**	0%	35%	*	-	-	-	-	19%	*	35%	32%	35%	36%
	2018	46%	41%	**31%**	14%	33%	25%	-	-	-	-	17%	*	32%	30%	32%	31%
At Masters Grade Level	2019	22%	17%	**15%**	0%	14%	*	-	-	-	-	10%	*	14%	16%	14%	13%
	2018	24%	19%	**11%**	0%	12%	13%	-	-	-	-	0%	*	12%	10%	11%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**66%**	40%	67%	*	-	-	-	-	38%	*	67%	58%	65%	70%
	2018	78%	77%	**73%**	86%	72%	75%	-	-	-	-	67%	*	74%	70%	71%	72%
At Meets Grade Level or Above	2019	48%	40%	**27%**	0%	27%	*	-	-	-	-	14%	*	24%	42%	27%	31%
	2018	49%	43%	**29%**	29%	30%	13%	-	-	-	-	0%	*	30%	23%	29%	31%
At Masters Grade Level	2019	28%	18%	**4%**	0%	5%	*	-	-	-	-	0%	*	2%	16%	4%	8%
	2018	27%	20%	**11%**	0%	13%	0%	-	-	-	-	0%	*	14%	3%	10%	13%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**58%**	0%	60%	*	-	-	-	-	35%	*	60%	47%	58%	63%
	2018	63%	62%	**50%**	57%	51%	25%	-	-	-	-	38%	*	54%	37%	50%	64%
At Meets Grade Level or Above	2019	35%	30%	**24%**	0%	24%	*	-	-	-	-	15%	*	26%	16%	24%	22%
	2018	39%	36%	**22%**	29%	22%	13%	-	-	-	-	8%	*	24%	17%	21%	25%
At Masters Grade Level	2019	11%	8%	**1%**	0%	1%	*	-	-	-	-	0%	*	1%	0%	1%	2%
	2018	11%	8%	**2%**	0%	3%	0%	-	-	-	-	0%	*	2%	3%	3%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**72%**	30%	73%	93%	-	-	-	-	41%	56%	72%	71%	71%	74%
	2018	77%	74%	**68%**	62%	69%	50%	-	*	-	-	52%	56%	70%	61%	67%	73%
At Meets Grade Level or Above	2019	50%	45%	**33%**	9%	33%	73%	-	-	-	-	15%	22%	32%	37%	32%	34%
	2018	48%	42%	**29%**	19%	30%	24%	-	*	-	-	22%	33%	31%	22%	29%	32%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

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

Total Students: 637
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**11%**	0%	11%	27%	-	-	-	-	3%	22%	11%	11%	10%	12%
	2018	22%	16%	**11%**	0%	12%	6%	-	*	-	-	3%	0%	11%	8%	10%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**79%**	33%	80%	100%	-	-	-	-	40%	*	77%	87%	78%	79%
	2018	74%	69%	**72%**	47%	75%	46%	-	*	-	-	42%	*	73%	65%	70%	77%
At Meets Grade Level or Above	2019	48%	42%	**41%**	11%	41%	67%	-	-	-	-	17%	*	40%	45%	39%	45%
	2018	46%	39%	**32%**	13%	33%	31%	-	*	-	-	27%	*	34%	25%	33%	37%
At Masters Grade Level	2019	21%	15%	**18%**	0%	17%	50%	-	-	-	-	7%	*	18%	16%	16%	18%
	2018	19%	14%	**15%**	0%	15%	15%	-	*	-	-	3%	*	16%	12%	15%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**73%**	44%	74%	83%	-	-	-	-	47%	*	74%	66%	72%	75%
	2018	81%	80%	**73%**	80%	73%	69%	-	*	-	-	67%	*	74%	71%	72%	73%
At Meets Grade Level or Above	2019	52%	47%	**30%**	11%	29%	83%	-	-	-	-	13%	*	28%	39%	28%	29%
	2018	50%	43%	**30%**	20%	30%	23%	-	*	-	-	21%	*	32%	22%	29%	32%
At Masters Grade Level	2019	26%	21%	**9%**	0%	9%	17%	-	-	-	-	0%	*	8%	11%	8%	10%
	2018	24%	17%	**11%**	0%	12%	0%	-	*	-	-	3%	*	12%	8%	10%	13%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**58%**	0%	60%	*	-	-	-	-	35%	*	60%	47%	58%	63%
	2018	66%	62%	**50%**	57%	51%	25%	-	-	-	-	38%	*	54%	37%	50%	64%
At Meets Grade Level or Above	2019	38%	32%	**24%**	0%	24%	*	-	-	-	-	15%	*	26%	16%	24%	22%
	2018	41%	35%	**22%**	29%	22%	13%	-	-	-	-	8%	*	24%	17%	21%	25%
At Masters Grade Level	2019	14%	10%	**1%**	0%	1%	*	-	-	-	-	0%	*	1%	0%	1%	2%
	2018	13%	8%	**2%**	0%	3%	0%	-	-	-	-	0%	*	2%	3%	3%	5%

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

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

Total Students: 637
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**64**	100	59	*	-	-	-	-	64	*	64	61	62	45
	2018	63	61	**57**	67	56	56	-	-	-	-	70	*	50	74	58	59
Grade 4 Mathematics	2019	65	61	**44**	20	44	*	-	-	-	-	33	*	43	47	43	52
	2018	65	61	**56**	50	58	44	-	-	-	-	77	*	58	52	56	50
All Grades Both Subjects	2019	69	69	**51**	60	49	83	-	-	-	-	46	*	51	53	50	51
	2018	69	68	**57**	58	57	50	-	-	-	-	74	50	55	62	56	52
All Grades ELA/Reading	2019	68	68	**64**	100	59	*	-	-	-	-	64	*	64	61	62	45
	2018	69	68	**57**	67	56	56	-	-	-	-	70	*	50	74	58	59
All Grades Mathematics	2019	70	70	**44**	20	44	*	-	-	-	-	33	*	43	47	43	52
	2018	70	69	**56**	50	58	44	-	-	-	-	77	*	58	52	56	50

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**38%**	20%	40%	*	-	-	-	-	0%	40%	-
	2018	38%	36%	**28%**	*	32%	*	-	-	-	-	*	26%	*
Mathematics	2019	45%	48%	**11%**	-	11%	-	-	-	-	-	*	11%	*
	2018	47%	48%	**28%**	*	*	*	-	-	-	-	*	28%	*

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**72%**	75%	*	75%	-	-	-	-	-	33%	75%	73%
	2018	77%	74%	**68%**	73%	-	73%	-	*	-	-	-	59%	73%	71%
At Meets Grade Level or Above	2019	50%	45%	**33%**	35%	*	34%	-	-	-	-	-	0%	35%	33%
	2018	48%	42%	**29%**	33%	-	33%	-	*	-	-	-	10%	33%	30%
At Masters Grade Level	2019	24%	18%	**11%**	12%	*	11%	-	-	-	-	-	0%	12%	11%
	2018	22%	16%	**11%**	14%	-	14%	-	*	-	-	-	3%	14%	13%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**79%**	79%	*	79%	-	-	-	-	-	60%	79%	78%
	2018	74%	69%	**72%**	77%	-	77%	-	*	-	-	-	67%	77%	76%
At Meets Grade Level or Above	2019	48%	42%	**41%**	46%	*	46%	-	-	-	-	-	0%	46%	44%
	2018	46%	39%	**32%**	38%	-	37%	-	*	-	-	-	13%	38%	35%
At Masters Grade Level	2019	21%	15%	**18%**	18%	*	18%	-	-	-	-	-	0%	18%	17%
	2018	19%	14%	**15%**	19%	-	18%	-	*	-	-	-	7%	19%	17%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**73%**	75%	*	75%	-	-	-	-	-	20%	75%	73%
	2018	81%	80%	**73%**	72%	-	71%	-	*	-	-	-	67%	72%	71%
At Meets Grade Level or Above	2019	52%	47%	**30%**	29%	*	28%	-	-	-	-	-	0%	29%	28%
	2018	50%	43%	**30%**	31%	-	30%	-	*	-	-	-	13%	31%	29%
At Masters Grade Level	2019	26%	21%	**9%**	10%	*	9%	-	-	-	-	-	0%	10%	9%
	2018	24%	17%	**11%**	13%	-	12%	-	*	-	-	-	0%	13%	12%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**58%**	64%	-	64%	-	-	-	-	-	20%	64%	60%
	2018	66%	62%	**50%**	67%	-	67%	-	-	-	-	-	33%	67%	61%
At Meets Grade Level or Above	2019	38%	32%	**24%**	22%	-	22%	-	-	-	-	-	0%	22%	20%
	2018	41%	35%	**22%**	27%	-	27%	-	-	-	-	-	0%	27%	23%
At Masters Grade Level	2019	14%	10%	**1%**	2%	-	2%	-	-	-	-	-	0%	2%	2%
	2018	13%	8%	**2%**	6%	-	6%	-	-	-	-	-	0%	6%	5%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**51%**	53%	-	53%	-	-	-	-	-	35%	53%	50%
	2018	69%	68%	**57%**	57%	-	57%	-	-	-	-	-	47%	57%	54%
All Grades ELA/Reading	2019	68%	68%	**64%**	*	-	*	-	-	-	-	-	30%	*	33%
	2018	69%	68%	**57%**	*	-	*	-	-	-	-	-	56%	*	69%
All Grades Mathematics	2019	70%	70%	**44%**	53%	-	53%	-	-	-	-	-	40%	53%	52%
	2018	70%	69%	**56%**	53%	-	53%	-	-	-	-	-	39%	53%	51%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**38%**	-	-	-	-	-	-	-	-	-	-	-
	2018	38%	36%	**28%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**11%**	-	-	-	-	-	-	-	-	*	-	*
	2018	47%	48%	**28%**	*	-	*	-	-	-	-	-	*	*	*

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

Total Students: 637
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	-	99%	100%	100%
Included in Accountability	94%	94%	**95%**	82%	97%	75%	-	-	-	-	96%	96%	97%
Not Included in Accountability													
Mobile	4%	3%	**4%**	18%	3%	25%	-	-	-	-	2%	4%	1%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	-	-	-	0%	1%	1%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	-	98%	100%	100%
Included in Accountability	94%	94%	**94%**	95%	93%	100%	-	*	-	-	93%	93%	94%
Not Included in Accountability													
Mobile	4%	4%	**5%**	5%	5%	0%	-	*	-	-	5%	5%	3%
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%

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

Total Students: 637
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.7%**	94.8%	95.8%	94.2%	-	*	-	*	94.2%	95.8%	96.7%
2016-17	95.7%	94.6%	**95.8%**	92.4%	96.1%	95.2%	*	*	-	*	95.7%	95.9%	97.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 637
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 637
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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Total Students: 637
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Total Students: 637
Grade Span: PK - 04
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	637	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	88	13.8%	4.3%	4.4%
Kindergarten	91	14.3%	6.4%	6.9%
Grade 1	115	18.1%	7.1%	7.1%
Grade 2	104	16.3%	7.0%	7.2%
Grade 3	119	18.7%	7.1%	7.3%
Grade 4	120	18.8%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	26	4.1%	7.2%	12.6%
Hispanic	592	92.9%	83.4%	52.6%
White	18	2.8%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.4%
Economically Disadvantaged	604	94.8%	86.3%	60.6%
Non-Educationally Disadvantaged	33	5.2%	13.7%	39.4%
Section 504 Students	25	3.9%	5.6%	6.5%
English Learners (EL)	301	47.3%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	15	2.4%	4.1%	3.6%
At-Risk	418	65.6%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	65			
By Type of Primary Disability				
Students with Intellectual Disabilities	11	16.9%	44.2%	42.4%
Students with Physical Disabilities	30	46.2%	16.3%	21.9%
Students with Autism	13	20.0%	21.4%	13.7%
Students with Behavioral Disabilities	11	16.9%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	95	16.4%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	9	1.6%		
Hispanic	75	13.0%		
White	11	1.9%		
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	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	9.3%	10.1%	3.1%	15.8%	12.3%	5.5%
Grade 2	5.3%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	5.4%	2.7%	1.1%	4.0%	0.8%	0.9%
Grade 4	0.9%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.7	17.5	18.9
Grade 1	17.8	17.7	18.8
Grade 2	16.7	17.0	18.7
Grade 3	17.0	16.9	18.9
Grade 4	15.5	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

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

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

Total Students: 637
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	76.5	100.0%	100.0%	100.0%
Professional Staff:	58.7	76.7%	59.1%	64.1%
Teachers	48.3	63.1%	46.1%	49.8%
Professional Support	8.4	11.0%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.6%	2.4%	3.0%
Educational Aides:	17.8	23.3%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	47.3	61.8%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.1	6.5%	10.1%	10.6%
Hispanic	22.0	45.6%	35.2%	27.7%
White	23.2	48.0%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	3.2	6.5%	24.4%	23.8%
Females	45.1	93.5%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	35.3	73.1%	76.3%	73.6%
Masters	12.0	24.9%	21.8%	24.3%
Doctorate	1.0	2.1%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.1%	6.4%	7.0%
1-5 Years Experience	18.1	37.5%	35.0%	28.9%
6-10 Years Experience	11.0	22.8%	21.1%	19.0%
11-20 Years Experience	13.2	27.2%	26.5%	29.3%
Over 20 Years Experience	5.0	10.4%	10.9%	15.7%
Number of Students per Teacher	13.2	n/a	13.9	15.1

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

Total Students: 637
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.5	6.3
Average Years Experience of Principals with District	5.0	7.3	5.4
Average Years Experience of Assistant Principals	11.0	6.3	5.3
Average Years Experience of Assistant Principals with District	11.0	6.0	4.7
Average Years Experience of Teachers:	10.4	9.7	11.1
Average Years Experience of Teachers with District:	8.8	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,942	$51,929	$47,218
1-5 Years Experience	$54,460	$54,679	$50,408
6-10 Years Experience	$53,856	$56,719	$52,786
11-20 Years Experience	$54,732	$57,147	$56,041
Over 20 Years Experience	$61,967	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,163	$56,382	$54,122
Professional Support	$60,246	$70,595	$64,069
Campus Administration (School Leadership)	$95,481	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	288	45.2%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	37	5.8%	5.3%	8.1%
Special Education	65	10.2%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	19.7	40.7%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	24.3	50.4%	68.3%	71.4%
Special Education	4.3	8.9%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **GARFIELD EL**

Campus Number: **101917105**

2019 Accountability Rating: **D**

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**79%**	67%	79%	*	-	-	-	-	43%	*	80%	67%	79%	85%
	2018	77%	78%	**82%**	63%	84%	*	-	-	-	-	27%	*	82%	86%	81%	87%
At Meets Grade Level or Above	2019	45%	42%	**39%**	17%	41%	*	-	-	-	-	14%	*	40%	33%	35%	49%
	2018	43%	40%	**49%**	25%	52%	*	-	-	-	-	18%	*	52%	29%	48%	54%
At Masters Grade Level	2019	27%	23%	**22%**	0%	24%	*	-	-	-	-	0%	*	23%	17%	20%	26%
	2018	25%	19%	**26%**	25%	26%	*	-	-	-	-	0%	*	26%	21%	26%	27%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**78%**	67%	78%	*	-	-	-	-	43%	*	80%	58%	77%	86%
	2018	78%	78%	**86%**	56%	88%	*	-	-	-	-	46%	*	88%	73%	85%	93%
At Meets Grade Level or Above	2019	49%	41%	**38%**	17%	40%	*	-	-	-	-	14%	*	39%	33%	38%	40%
	2018	47%	40%	**54%**	56%	54%	*	-	-	-	-	15%	*	54%	53%	55%	59%
At Masters Grade Level	2019	25%	17%	**8%**	0%	8%	*	-	-	-	-	0%	*	7%	17%	7%	8%
	2018	23%	16%	**24%**	44%	23%	*	-	-	-	-	8%	*	25%	20%	25%	21%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**65%**	40%	67%	*	-	-	-	-	15%	*	70%	40%	64%	69%
	2018	73%	71%	**69%**	56%	71%	50%	*	-	-	*	13%	*	74%	43%	66%	73%
At Meets Grade Level or Above	2019	44%	41%	**37%**	40%	38%	*	-	-	-	-	8%	*	39%	30%	38%	36%
	2018	46%	41%	**37%**	22%	38%	33%	*	-	-	*	7%	*	41%	14%	34%	32%
At Masters Grade Level	2019	22%	17%	**19%**	40%	18%	*	-	-	-	-	0%	*	18%	20%	18%	20%
	2018	24%	19%	**20%**	11%	21%	17%	*	-	-	*	7%	*	22%	10%	20%	21%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**64%**	100%	62%	*	-	-	-	-	31%	*	64%	65%	64%	57%
	2018	78%	77%	**69%**	22%	73%	50%	*	-	-	*	20%	*	72%	48%	67%	67%
At Meets Grade Level or Above	2019	48%	40%	**29%**	40%	29%	*	-	-	-	-	15%	*	29%	30%	27%	22%
	2018	49%	43%	**37%**	11%	40%	33%	*	-	-	*	20%	*	41%	14%	33%	34%
At Masters Grade Level	2019	28%	18%	**12%**	40%	11%	*	-	-	-	-	8%	*	13%	10%	11%	9%
	2018	27%	20%	**19%**	11%	20%	17%	*	-	-	*	0%	*	22%	5%	17%	15%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**58%**	80%	58%	*	-	-	-	-	15%	*	57%	60%	59%	59%
	2018	63%	62%	**60%**	22%	65%	33%	*	-	-	*	13%	*	63%	43%	56%	62%
At Meets Grade Level or Above	2019	35%	30%	**28%**	40%	28%	*	-	-	-	-	8%	*	27%	35%	29%	31%
	2018	39%	36%	**35%**	11%	38%	33%	*	-	-	*	0%	*	38%	19%	31%	40%
At Masters Grade Level	2019	11%	8%	**7%**	20%	7%	*	-	-	-	-	0%	*	7%	5%	6%	8%
	2018	11%	8%	**6%**	11%	6%	0%	*	-	-	*	0%	*	6%	5%	4%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**68%**	70%	68%	50%	-	-	-	-	30%	55%	70%	57%	68%	70%
	2018	77%	74%	**73%**	43%	76%	50%	*	-	-	*	23%	100%	76%	55%	71%	77%
At Meets Grade Level or Above	2019	50%	45%	**34%**	30%	35%	13%	-	-	-	-	12%	36%	35%	32%	33%	35%
	2018	48%	42%	**42%**	25%	44%	32%	*	-	-	*	12%	25%	45%	24%	40%	45%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

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

Total Students: 660
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**13%**	19%	13%	0%	-	-	-	-	1%	9%	14%	13%	13%	14%
	2018	22%	16%	**19%**	20%	19%	9%	*	-	-	*	3%	13%	20%	11%	18%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**71%**	55%	73%	*	-	-	-	-	30%	*	75%	50%	71%	76%
	2018	74%	69%	**75%**	59%	78%	50%	*	-	-	*	19%	*	78%	60%	73%	81%
At Meets Grade Level or Above	2019	48%	42%	**38%**	27%	39%	*	-	-	-	-	11%	*	39%	31%	37%	41%
	2018	46%	39%	**43%**	24%	45%	25%	*	-	-	*	12%	*	47%	20%	41%	44%
At Masters Grade Level	2019	21%	15%	**20%**	18%	21%	*	-	-	-	-	0%	*	20%	19%	19%	22%
	2018	19%	14%	**23%**	18%	24%	13%	*	-	-	*	4%	*	24%	14%	23%	25%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**70%**	82%	69%	*	-	-	-	-	37%	*	72%	63%	70%	70%
	2018	81%	80%	**77%**	39%	81%	63%	*	-	-	*	32%	*	80%	58%	76%	81%
At Meets Grade Level or Above	2019	52%	47%	**33%**	27%	34%	*	-	-	-	-	15%	*	34%	31%	32%	30%
	2018	50%	43%	**46%**	33%	47%	38%	*	-	-	*	18%	*	48%	31%	44%	47%
At Masters Grade Level	2019	26%	21%	**10%**	18%	10%	*	-	-	-	-	4%	*	10%	13%	10%	9%
	2018	24%	17%	**22%**	28%	22%	13%	*	-	-	*	4%	*	23%	11%	21%	18%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**58%**	80%	58%	*	-	-	-	-	15%	*	57%	60%	59%	59%
	2018	66%	62%	**60%**	22%	65%	33%	*	-	-	*	13%	*	63%	43%	56%	62%
At Meets Grade Level or Above	2019	38%	32%	**28%**	40%	28%	*	-	-	-	-	8%	*	27%	35%	29%	31%
	2018	41%	35%	**35%**	11%	38%	33%	*	-	-	*	0%	*	38%	19%	31%	40%
At Masters Grade Level	2019	14%	10%	**7%**	20%	7%	*	-	-	-	-	0%	*	7%	5%	6%	8%
	2018	13%	8%	**6%**	11%	6%	0%	*	-	-	*	0%	*	6%	5%	4%	4%

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

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

Total Students: 660
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**51**	*	49	*	-	-	-	-	35	*	52	39	48	53
	2018	63	61	**54**	67	54	40	*	-	-	*	46	*	56	44	58	46
Grade 4 Mathematics	2019	65	61	**32**	60	31	*	-	-	-	-	25	*	32	32	29	24
	2018	65	61	**48**	61	47	67	*	-	-	*	37	*	47	55	47	38
All Grades Both Subjects	2019	69	69	**40**	67	39	*	-	-	-	-	30	40	41	35	37	35
	2018	69	68	**51**	64	50	55	*	-	-	*	41	*	51	50	52	41
All Grades ELA/Reading	2019	68	68	**51**	*	49	*	-	-	-	-	35	*	52	39	48	53
	2018	69	68	**54**	67	54	40	*	-	-	*	46	*	56	44	58	46
All Grades Mathematics	2019	70	70	**32**	60	31	*	-	-	-	-	25	*	32	32	29	24
	2018	70	69	**48**	61	47	67	*	-	-	*	37	*	47	55	47	38

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**22%**	*	25%	*	-	-	-	-	0%	15%	14%
	2018	38%	36%	**22%**	*	22%	*	*	-	-	-	*	20%	*
Mathematics	2019	45%	48%	**22%**	*	13%	-	-	-	-	-	*	29%	*
	2018	47%	48%	*	*	*	*	*	-	-	-	*	*	*

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

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

Total Students: 660
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**68%**	68%	-	53%	93%	-	-	-	-	55%	68%	67%
	2018	77%	74%	**73%**	75%	-	61%	94%	-	-	-	-	33%	75%	73%
At Meets Grade Level or Above	2019	50%	45%	**34%**	33%	-	23%	48%	-	-	-	-	10%	33%	30%
	2018	48%	42%	**42%**	39%	-	23%	60%	-	-	-	-	0%	39%	37%
At Masters Grade Level	2019	24%	18%	**13%**	12%	-	8%	19%	-	-	-	-	0%	12%	11%
	2018	22%	16%	**19%**	15%	-	9%	22%	-	-	-	-	0%	15%	14%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**71%**	75%	-	62%	96%	-	-	-	-	58%	75%	73%
	2018	74%	69%	**75%**	79%	-	68%	94%	-	-	-	-	33%	79%	77%
At Meets Grade Level or Above	2019	48%	42%	**38%**	40%	-	31%	54%	-	-	-	-	8%	40%	37%
	2018	46%	39%	**43%**	38%	-	23%	58%	-	-	-	-	0%	38%	36%
At Masters Grade Level	2019	21%	15%	**20%**	20%	-	15%	27%	-	-	-	-	0%	20%	18%
	2018	19%	14%	**23%**	19%	-	13%	28%	-	-	-	-	0%	19%	18%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**70%**	67%	-	54%	90%	-	-	-	-	75%	67%	68%
	2018	81%	80%	**77%**	81%	-	69%	96%	-	-	-	-	43%	81%	79%
At Meets Grade Level or Above	2019	52%	47%	**33%**	28%	-	21%	40%	-	-	-	-	17%	28%	27%
	2018	50%	43%	**46%**	46%	-	33%	62%	-	-	-	-	0%	46%	43%
At Masters Grade Level	2019	26%	21%	**10%**	8%	-	4%	15%	-	-	-	-	0%	8%	7%
	2018	24%	17%	**22%**	16%	-	10%	25%	-	-	-	-	0%	16%	15%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**58%**	59%	-	34%	96%	-	-	-	-	14%	59%	55%
	2018	66%	62%	**60%**	50%	-	28%	85%	-	-	-	-	*	50%	48%
At Meets Grade Level or Above	2019	38%	32%	**28%**	28%	-	12%	52%	-	-	-	-	0%	28%	25%
	2018	41%	35%	**35%**	25%	-	3%	60%	-	-	-	-	*	25%	24%
At Masters Grade Level	2019	14%	10%	**7%**	4%	-	0%	11%	-	-	-	-	0%	4%	4%
	2018	13%	8%	**6%**	0%	-	0%	0%	-	-	-	-	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**40%**	27%	-	14%	42%	-	-	-	-	58%	27%	31%
	2018	69%	68%	**51%**	30%	-	23%	38%	-	-	-	-	*	30%	30%
All Grades ELA/Reading	2019	68%	68%	**51%**	43%	-	30%	52%	-	-	-	-	58%	43%	45%
	2018	69%	68%	**54%**	30%	-	21%	38%	-	-	-	-	*	30%	32%
All Grades Mathematics	2019	70%	70%	**32%**	18%	-	9%	33%	-	-	-	-	57%	18%	22%
	2018	70%	69%	**48%**	29%	-	24%	38%	-	-	-	-	*	29%	28%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**22%**	*	-	*	-	-	-	-	-	20%	*	14%
	2018	38%	36%	**22%**	*	-	*	*	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**22%**	*	-	*	-	-	-	-	-	*	*	*
	2018	47%	48%	*	*	-	*	*	-	-	-	-	*	*	*

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

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

Total Students: 660
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**95%**	84%	95%	100%	-	-	-	-	89%	94%	96%
Not Included in Accountability													
Mobile	4%	3%	**4%**	16%	4%	0%	-	-	-	-	11%	5%	3%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	98%	100%	100%	*	-	-	*	99%	100%	100%
Included in Accountability	94%	94%	**96%**	92%	96%	100%	*	-	-	*	95%	96%	95%
Not Included in Accountability													
Mobile	4%	4%	**3%**	6%	3%	0%	*	-	-	*	4%	4%	4%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	*	-	-	*	0%	1%	1%
Not Tested	1%	1%	**0%**	2%	0%	0%	*	-	-	*	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	2%	0%	0%	*	-	-	*	1%	0%	0%

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

Total Students: 660
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.6%**	96.2%	96.7%	94.7%	*	*	-	*	95.6%	96.6%	97.1%
2016-17	95.7%	94.6%	**96.7%**	95.8%	96.7%	97.4%	*	*	*	*	96.5%	96.6%	97.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 660
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 660
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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

Total Students: 660
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 660
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	660	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	74	11.2%	4.3%	4.4%
Kindergarten	108	16.4%	6.4%	6.9%
Grade 1	120	18.2%	7.1%	7.1%
Grade 2	113	17.1%	7.0%	7.2%
Grade 3	110	16.7%	7.1%	7.3%
Grade 4	135	20.5%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	45	6.8%	7.2%	12.6%
Hispanic	593	89.8%	83.4%	52.6%
White	19	2.9%	5.6%	27.4%
American Indian	1	0.2%	0.1%	0.4%
Asian	2	0.3%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.4%
Economically Disadvantaged	580	87.9%	86.3%	60.6%
Non-Educationally Disadvantaged	80	12.1%	13.7%	39.4%
Section 504 Students	29	4.4%	5.6%	6.5%
English Learners (EL)	340	51.5%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	20	3.0%	4.1%	3.6%
At-Risk	532	80.6%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	68			
By Type of Primary Disability				
Students with Intellectual Disabilities	15	22.1%	44.2%	42.4%
Students with Physical Disabilities	22	32.4%	16.3%	21.9%
Students with Autism	14	20.6%	21.4%	13.7%
Students with Behavioral Disabilities	17	25.0%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	67	11.8%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	17	3.0%		
Hispanic	47	8.3%		
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%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	10.4%	10.1%	3.1%	16.7%	12.3%	5.5%
Grade 2	2.8%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	0.0%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.5	17.5	18.9
Grade 1	15.3	17.7	18.8
Grade 2	14.6	17.0	18.7
Grade 3	16.3	16.9	18.9
Grade 4	15.2	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

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

Total Students: 660
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	73.0	100.0%	100.0%	100.0%
Professional Staff:	55.7	76.3%	59.1%	64.1%
Teachers	47.6	65.1%	46.1%	49.8%
Professional Support	6.1	8.4%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.7%	2.4%	3.0%
Educational Aides:	17.3	23.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	53.9	73.9%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.3	6.9%	10.1%	10.6%
Hispanic	31.3	65.7%	35.2%	27.7%
White	12.0	25.2%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.1%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	8.4%	24.4%	23.8%
Females	43.6	91.6%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	38.6	81.1%	76.3%	73.6%
Masters	9.0	18.9%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.3	2.7%	6.4%	7.0%
1-5 Years Experience	12.1	25.5%	35.0%	28.9%
6-10 Years Experience	9.0	18.9%	21.1%	19.0%
11-20 Years Experience	20.2	42.4%	26.5%	29.3%
Over 20 Years Experience	5.0	10.5%	10.9%	15.7%
Number of Students per Teacher	13.9	n/a	13.9	15.1

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

Total Students: 660
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	7.5	6.3
Average Years Experience of Principals with District	10.0	7.3	5.4
Average Years Experience of Assistant Principals	9.0	6.3	5.3
Average Years Experience of Assistant Principals with District	9.0	6.0	4.7
Average Years Experience of Teachers:	10.7	9.7	11.1
Average Years Experience of Teachers with District:	8.2	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$46,101	$51,929	$47,218
1-5 Years Experience	$53,877	$54,679	$50,408
6-10 Years Experience	$56,553	$56,719	$52,786
11-20 Years Experience	$52,955	$57,147	$56,041
Over 20 Years Experience	$56,011	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,011	$56,382	$54,122
Professional Support	$61,618	$70,595	$64,069
Campus Administration (School Leadership)	$97,081	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	390	59.1%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	30	4.5%	5.3%	8.1%
Special Education	68	10.3%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	16.7	35.2%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	26.0	54.7%	68.3%	71.4%
Special Education	4.8	10.1%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **GENOA EL**

Campus Number: **101917106**

2019 Accountability Rating: **C**

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

Total Students: 703
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**77%**	63%	82%	57%	-	*	-	*	50%	*	80%	60%	74%	88%
	2018	77%	78%	**75%**	55%	76%	*	-	80%	-	*	67%	*	75%	75%	73%	80%
At Meets Grade Level or Above	2019	45%	42%	**39%**	38%	34%	43%	-	*	-	*	40%	*	44%	10%	38%	75%
	2018	43%	40%	**41%**	27%	44%	*	-	20%	-	*	47%	*	40%	46%	39%	46%
At Masters Grade Level	2019	27%	23%	**17%**	13%	11%	29%	-	*	-	*	0%	*	20%	0%	17%	50%
	2018	25%	19%	**20%**	0%	24%	*	-	0%	-	*	0%	*	19%	25%	21%	32%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**74%**	75%	71%	86%	-	*	-	*	50%	*	71%	90%	72%	100%
	2018	78%	78%	**65%**	45%	66%	*	-	100%	-	*	47%	*	62%	79%	63%	73%
At Meets Grade Level or Above	2019	49%	41%	**40%**	50%	33%	57%	-	*	-	*	40%	*	36%	60%	41%	75%
	2018	47%	40%	**30%**	9%	33%	*	-	20%	-	*	27%	*	31%	25%	30%	41%
At Masters Grade Level	2019	25%	17%	**15%**	13%	11%	29%	-	*	-	*	0%	*	16%	10%	16%	25%
	2018	23%	16%	**15%**	0%	18%	*	-	0%	-	*	0%	*	13%	21%	15%	25%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**87%**	89%	86%	*	-	*	-	*	80%	*	85%	96%	87%	81%
	2018	73%	71%	**58%**	29%	61%	*	*	*	-	*	31%	*	62%	47%	55%	57%
At Meets Grade Level or Above	2019	44%	41%	**50%**	44%	49%	*	-	*	-	*	40%	*	44%	70%	48%	40%
	2018	46%	41%	**34%**	29%	35%	*	*	*	-	*	23%	*	37%	27%	32%	33%
At Masters Grade Level	2019	22%	17%	**18%**	33%	16%	*	-	*	-	*	7%	*	13%	39%	18%	12%
	2018	24%	19%	**18%**	29%	18%	*	*	*	-	*	8%	*	20%	13%	15%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**72%**	56%	74%	*	-	*	-	*	53%	*	69%	83%	70%	79%
	2018	78%	77%	**61%**	57%	62%	*	*	*	-	*	23%	*	65%	53%	60%	66%
At Meets Grade Level or Above	2019	48%	40%	**34%**	22%	35%	*	-	*	-	*	47%	*	30%	52%	35%	41%
	2018	49%	43%	**31%**	0%	34%	*	*	*	-	*	23%	*	35%	20%	28%	36%
At Masters Grade Level	2019	28%	18%	**15%**	22%	15%	*	-	*	-	*	13%	*	11%	30%	16%	19%
	2018	27%	20%	**7%**	0%	7%	*	*	*	-	*	8%	*	8%	7%	7%	12%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**76%**	78%	75%	*	-	*	-	*	80%	*	74%	83%	75%	76%
	2018	63%	62%	**48%**	17%	49%	*	*	*	-	*	31%	*	52%	37%	45%	53%
At Meets Grade Level or Above	2019	35%	30%	**37%**	44%	35%	*	-	*	-	*	40%	*	32%	57%	38%	33%
	2018	39%	36%	**31%**	17%	32%	*	*	*	-	*	23%	*	37%	17%	29%	37%
At Masters Grade Level	2019	11%	8%	**10%**	0%	9%	*	-	*	-	*	0%	*	6%	26%	10%	9%
	2018	11%	8%	**6%**	0%	5%	*	*	*	-	*	8%	*	8%	0%	5%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**77%**	72%	78%	65%	-	95%	-	60%	65%	87%	76%	84%	76%	80%
	2018	77%	74%	**62%**	43%	63%	45%	0%	82%	-	100%	41%	57%	63%	57%	60%	66%
At Meets Grade Level or Above	2019	50%	45%	**40%**	40%	38%	41%	-	70%	-	40%	42%	53%	37%	54%	40%	41%
	2018	48%	42%	**33%**	17%	36%	27%	0%	32%	-	20%	29%	14%	36%	26%	32%	39%

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

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

Total Students: 703
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**15%**	16%	13%	24%	-	40%	-	40%	5%	20%	12%	26%	15%	15%
	2018	22%	16%	**13%**	5%	14%	27%	0%	5%	-	0%	4%	7%	14%	12%	13%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**83%**	76%	85%	63%	-	100%	-	*	68%	83%	83%	85%	82%	82%
	2018	74%	69%	**67%**	44%	69%	*	*	67%	-	*	50%	80%	69%	59%	65%	68%
At Meets Grade Level or Above	2019	48%	42%	**46%**	41%	44%	38%	-	88%	-	*	40%	67%	44%	52%	44%	44%
	2018	46%	39%	**38%**	28%	40%	*	*	33%	-	*	36%	40%	38%	35%	36%	39%
At Masters Grade Level	2019	21%	15%	**18%**	24%	14%	25%	-	50%	-	*	4%	17%	15%	27%	18%	17%
	2018	19%	14%	**19%**	11%	21%	*	*	0%	-	*	4%	20%	19%	19%	18%	25%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**73%**	65%	73%	75%	-	88%	-	*	52%	100%	70%	85%	71%	82%
	2018	81%	80%	**63%**	50%	64%	*	*	100%	-	*	36%	60%	63%	65%	61%	69%
At Meets Grade Level or Above	2019	52%	47%	**36%**	35%	35%	50%	-	63%	-	*	44%	50%	32%	55%	37%	45%
	2018	50%	43%	**30%**	6%	33%	*	*	22%	-	*	25%	0%	33%	22%	29%	39%
At Masters Grade Level	2019	26%	21%	**15%**	18%	13%	25%	-	38%	-	*	8%	17%	13%	24%	16%	20%
	2018	24%	17%	**11%**	0%	12%	*	*	11%	-	*	4%	0%	11%	13%	11%	18%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**76%**	78%	75%	*	-	*	-	*	80%	*	74%	83%	75%	76%
	2018	66%	62%	**48%**	17%	49%	*	*	*	-	*	31%	*	52%	37%	45%	53%
At Meets Grade Level or Above	2019	38%	32%	**37%**	44%	35%	*	-	*	-	*	40%	*	32%	57%	38%	33%
	2018	41%	35%	**31%**	17%	32%	*	*	*	-	*	23%	*	37%	17%	29%	37%
At Masters Grade Level	2019	14%	10%	**10%**	0%	9%	*	-	*	-	*	0%	*	6%	26%	10%	9%
	2018	13%	8%	**6%**	0%	5%	*	*	*	-	*	8%	*	8%	0%	5%	10%

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

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

Total Students: 703
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**85**	75	85	*	-	*	-	*	95	*	86	82	84	72
	2018	63	61	**61**	43	61	*	*	*	-	*	60	*	70	46	59	91
Grade 4 Mathematics	2019	65	61	**62**	81	61	*	-	*	-	*	60	*	61	67	63	53
	2018	65	61	**46**	36	45	*	*	*	-	*	54	*	47	42	46	46
All Grades Both Subjects	2019	69	69	**71**	78	70	*	-	75	-	*	75	60	70	74	71	58
	2018	69	68	**52**	39	51	100	*	81	-	*	57	86	55	44	51	55
All Grades ELA/Reading	2019	68	68	**85**	75	85	*	-	*	-	*	95	*	86	82	84	72
	2018	69	68	**61**	43	61	*	*	*	-	*	60	*	70	46	59	91
All Grades Mathematics	2019	70	70	**62**	81	61	*	-	*	-	*	60	*	61	67	63	53
	2018	70	69	**46**	36	45	*	*	*	-	*	54	*	47	42	46	46

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**65%**	*	71%	-	-	*	-	-	*	63%	40%
	2018	38%	36%	**24%**	*	26%	*	*	*	-	-	*	21%	*
Mathematics	2019	45%	48%	**33%**	*	38%	-	-	-	-	-	50%	33%	*
	2018	47%	48%	**31%**	*	27%	*	*	*	-	-	*	29%	*

TEXAS EDUCATION AGENCY

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

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

Total Students: 703
Grade Span: EE - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**77%**	80%	-	80%	-	-	100%	-	100%	59%	81%	77%
	2018	77%	74%	**62%**	65%	-	65%	-	-	69%	-	69%	54%	65%	63%
At Meets Grade Level or Above	2019	50%	45%	**40%**	39%	-	39%	-	-	50%	-	50%	14%	40%	35%
	2018	48%	42%	**33%**	41%	-	41%	-	-	19%	-	19%	18%	40%	37%
At Masters Grade Level	2019	24%	18%	**15%**	13%	-	13%	-	-	0%	-	0%	3%	13%	11%
	2018	22%	16%	**13%**	21%	-	21%	-	-	13%	-	13%	8%	20%	18%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**83%**	81%	-	81%	-	-	*	-	*	60%	83%	79%
	2018	74%	69%	**67%**	67%	-	67%	-	-	57%	-	57%	65%	66%	66%
At Meets Grade Level or Above	2019	48%	42%	**46%**	40%	-	40%	-	-	*	-	*	10%	41%	36%
	2018	46%	39%	**38%**	43%	-	43%	-	-	14%	-	14%	18%	41%	37%
At Masters Grade Level	2019	21%	15%	**18%**	12%	-	12%	-	-	*	-	*	0%	11%	9%
	2018	19%	14%	**19%**	28%	-	28%	-	-	14%	-	14%	12%	27%	25%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**73%**	79%	-	79%	-	-	*	-	*	70%	80%	79%
	2018	81%	80%	**63%**	70%	-	70%	-	-	86%	-	86%	53%	72%	69%
At Meets Grade Level or Above	2019	52%	47%	**36%**	42%	-	42%	-	-	*	-	*	20%	43%	39%
	2018	50%	43%	**30%**	43%	-	43%	-	-	29%	-	29%	18%	42%	38%
At Masters Grade Level	2019	26%	21%	**15%**	16%	-	16%	-	-	*	-	*	10%	15%	14%
	2018	24%	17%	**11%**	20%	-	20%	-	-	14%	-	14%	6%	19%	17%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**76%**	79%	-	79%	-	-	*	-	*	44%	80%	74%
	2018	66%	62%	**48%**	51%	-	51%	-	-	*	-	*	20%	51%	48%
At Meets Grade Level or Above	2019	38%	32%	**37%**	36%	-	36%	-	-	*	-	*	11%	34%	30%
	2018	41%	35%	**31%**	35%	-	35%	-	-	*	-	*	20%	33%	32%
At Masters Grade Level	2019	14%	10%	**10%**	12%	-	12%	-	-	*	-	*	0%	11%	9%
	2018	13%	8%	**6%**	9%	-	9%	-	-	*	-	*	0%	9%	8%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**71%**	44%	-	44%	-	-	*	-	*	67%	47%	52%
	2018	69%	68%	**52%**	35%	-	35%	-	-	*	-	*	70%	41%	46%
All Grades ELA/Reading	2019	68%	68%	**85%**	*	-	*	-	-	*	-	*	61%	*	65%
	2018	69%	68%	**61%**	-	-	-	-	-	*	-	*	100%	*	100%
All Grades Mathematics	2019	70%	70%	**62%**	44%	-	44%	-	-	*	-	*	72%	44%	49%
	2018	70%	69%	**46%**	35%	-	35%	-	-	*	-	*	40%	38%	39%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**65%**	*	-	*	-	-	*	-	*	*	*	40%
	2018	38%	36%	**24%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2019	45%	48%	**33%**	-	-	-	-	-	-	-	-	*	-	*
	2018	47%	48%	**31%**	-	-	-	-	-	*	-	*	*	*	*

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

Total Students: 703
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**73%**	80%	72%	100%	-	69%	-	100%	71%	74%	55%
Not Included in Accountability													
Mobile	4%	3%	**5%**	17%	4%	0%	-	0%	-	0%	9%	5%	2%
Other Exclusions	1%	2%	**22%**	4%	24%	0%	-	31%	-	0%	21%	21%	43%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	99%	100%	100%	100%	-	100%	100%	99%	100%
Included in Accountability	94%	94%	**89%**	88%	89%	85%	100%	88%	-	100%	85%	90%	88%
Not Included in Accountability													
Mobile	4%	4%	**5%**	13%	5%	0%	0%	0%	-	0%	2%	4%	2%
Other Exclusions	1%	2%	**6%**	0%	6%	15%	0%	12%	-	0%	12%	5%	10%
Not Tested	1%	1%	**0%**	0%	1%	0%	0%	0%	-	0%	0%	1%	0%
Absent	1%	1%	**0%**	0%	1%	0%	0%	0%	-	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

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

Total Students: 703
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.3%**	94.9%	95.4%	92.7%	-	97.4%	*	97.1%	91.1%	95.4%	96.5%
2016-17	95.7%	94.6%	**95.8%**	96.2%	95.8%	93.2%	-	97.7%	*	*	90.6%	95.9%	97.1%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 703
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

Total Students: 703
Grade Span: EE - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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Total Students: 703
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 703
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

Total Students: 703
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	703	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	10	1.4%	0.3%	0.3%
Pre-Kindergarten	88	12.5%	4.3%	4.4%
Kindergarten	128	18.2%	6.4%	6.9%
Grade 1	111	15.8%	7.1%	7.1%
Grade 2	115	16.4%	7.0%	7.2%
Grade 3	129	18.3%	7.1%	7.3%
Grade 4	122	17.4%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	53	7.5%	7.2%	12.6%
Hispanic	576	81.9%	83.4%	52.6%
White	28	4.0%	5.6%	27.4%
American Indian	1	0.1%	0.1%	0.4%
Asian	33	4.7%	3.0%	4.5%
Pacific Islander	2	0.3%	0.1%	0.2%
Two or More Races	10	1.4%	0.6%	2.4%
Economically Disadvantaged	623	88.6%	86.3%	60.6%
Non-Educationally Disadvantaged	80	11.4%	13.7%	39.4%
Section 504 Students	18	2.6%	5.6%	6.5%
English Learners (EL)	351	49.9%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	12	1.7%	4.1%	3.6%
At-Risk	485	69.0%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	89			
By Type of Primary Disability				
Students with Intellectual Disabilities	17	19.1%	44.2%	42.4%
Students with Physical Disabilities	36	40.4%	16.3%	21.9%
Students with Autism	**	**	21.4%	13.7%
Students with Behavioral Disabilities	19	21.3%	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	89	15.6%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	21	3.7%		
Hispanic	55	9.6%		
White	9	1.6%		
American Indian	0	0.0%		
Asian	4	0.7%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	1.1%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	4.4%	10.1%	3.1%	6.7%	12.3%	5.5%
Grade 2	0.0%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	0.0%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.3	17.5	18.9
Grade 1	17.0	17.7	18.8
Grade 2	16.7	17.0	18.7
Grade 3	19.0	16.9	18.9
Grade 4	16.0	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

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

Total Students: 703
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	81.9	100.0%	100.0%	100.0%
Professional Staff:	62.4	76.2%	59.1%	64.1%
Teachers	51.0	62.3%	46.1%	49.8%
Professional Support	9.4	11.5%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.4%	2.4%	3.0%
Educational Aides:	19.5	23.8%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	55.1	67.3%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.4	6.6%	10.1%	10.6%
Hispanic	25.0	49.0%	35.2%	27.7%
White	21.7	42.5%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	2.0	3.9%	24.4%	23.8%
Females	49.0	96.1%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	34.1	66.9%	76.3%	73.6%
Masters	16.9	33.1%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.4%	7.0%
1-5 Years Experience	17.0	33.3%	35.0%	28.9%
6-10 Years Experience	7.1	13.8%	21.1%	19.0%
11-20 Years Experience	21.8	42.7%	26.5%	29.3%
Over 20 Years Experience	5.2	10.1%	10.9%	15.7%
Number of Students per Teacher	13.8	n/a	13.9	15.1

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

Total Students: 703
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.5	6.3
Average Years Experience of Principals with District	12.0	7.3	5.4
Average Years Experience of Assistant Principals	4.0	6.3	5.3
Average Years Experience of Assistant Principals with District	2.0	6.0	4.7
Average Years Experience of Teachers:	11.3	9.7	11.1
Average Years Experience of Teachers with District:	8.5	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$51,929	$47,218
1-5 Years Experience	$55,895	$54,679	$50,408
6-10 Years Experience	$57,210	$56,719	$52,786
11-20 Years Experience	$55,567	$57,147	$56,041
Over 20 Years Experience	$61,071	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,460	$56,382	$54,122
Professional Support	$61,638	$70,595	$64,069
Campus Administration (School Leadership)	$95,651	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

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

Total Students: 703
Grade Span: EE - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	284	40.4%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	39	5.5%	5.3%	8.1%
Special Education	89	12.7%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	15.3	30.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	28.7	56.2%	68.3%	71.4%
Special Education	7.0	13.8%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **GOLDEN ACRES EL**

Campus Number: **101917107**

2019 Accountability Rating: **C**

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**79%**	-	78%	100%	-	*	-	*	43%	*	75%	100%	81%	67%
	2018	77%	78%	**84%**	-	85%	77%	-	*	-	*	55%	*	86%	75%	82%	89%
At Meets Grade Level or Above	2019	45%	42%	**37%**	-	36%	50%	-	*	-	*	21%	*	34%	50%	38%	30%
	2018	43%	40%	**41%**	-	40%	46%	-	*	-	*	36%	*	41%	42%	35%	35%
At Masters Grade Level	2019	27%	23%	**17%**	-	19%	0%	-	*	-	*	7%	*	16%	21%	18%	16%
	2018	25%	19%	**16%**	-	14%	31%	-	*	-	*	9%	*	16%	17%	12%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**71%**	-	70%	83%	-	*	-	*	36%	*	66%	93%	71%	67%
	2018	78%	78%	**85%**	-	86%	77%	-	*	-	*	64%	*	87%	75%	82%	86%
At Meets Grade Level or Above	2019	49%	41%	**31%**	-	29%	50%	-	*	-	*	21%	*	31%	29%	29%	33%
	2018	47%	40%	**45%**	-	44%	54%	-	*	-	*	36%	*	49%	25%	38%	54%
At Masters Grade Level	2019	25%	17%	**9%**	-	10%	0%	-	*	-	*	0%	*	8%	14%	9%	9%
	2018	23%	16%	**24%**	-	22%	38%	-	*	-	*	36%	*	24%	25%	16%	19%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**75%**	-	74%	73%	-	*	-	*	62%	-	77%	62%	71%	72%
	2018	73%	71%	**70%**	*	75%	40%	*	40%	-	*	64%	*	72%	63%	69%	67%
At Meets Grade Level or Above	2019	44%	41%	**36%**	-	34%	45%	-	*	-	*	31%	-	35%	38%	34%	33%
	2018	46%	41%	**51%**	*	52%	30%	*	40%	-	*	64%	*	51%	53%	51%	47%
At Masters Grade Level	2019	22%	17%	**13%**	-	9%	36%	-	*	-	*	15%	-	14%	8%	11%	10%
	2018	24%	19%	**21%**	*	20%	20%	*	20%	-	*	36%	*	20%	26%	19%	16%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**79%**	-	77%	91%	-	*	-	*	33%	-	81%	69%	78%	79%
	2018	78%	77%	**78%**	*	79%	44%	*	100%	-	*	64%	*	77%	79%	78%	93%
At Meets Grade Level or Above	2019	48%	40%	**41%**	-	38%	45%	-	*	-	*	33%	-	44%	23%	39%	49%
	2018	49%	43%	**38%**	*	40%	0%	*	40%	-	*	45%	*	36%	42%	37%	47%
At Masters Grade Level	2019	28%	18%	**17%**	-	19%	9%	-	*	-	*	8%	-	19%	8%	14%	28%
	2018	27%	20%	**21%**	*	21%	0%	*	40%	-	*	36%	*	21%	21%	20%	28%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**60%**	-	57%	73%	-	*	-	*	31%	-	57%	77%	61%	59%
	2018	63%	62%	**62%**	*	66%	40%	*	40%	-	*	55%	*	63%	58%	60%	70%
At Meets Grade Level or Above	2019	35%	30%	**21%**	-	18%	36%	-	*	-	*	31%	-	20%	23%	19%	15%
	2018	39%	36%	**30%**	*	31%	0%	*	40%	-	*	45%	*	28%	37%	29%	35%
At Masters Grade Level	2019	11%	8%	**5%**	-	3%	18%	-	*	-	*	8%	-	4%	8%	4%	3%
	2018	11%	8%	**8%**	*	9%	0%	*	0%	-	*	36%	*	9%	5%	6%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**73%**	-	71%	82%	-	60%	-	100%	41%	*	71%	81%	72%	69%
	2018	77%	74%	**76%**	100%	79%	58%	*	65%	-	80%	60%	100%	77%	69%	74%	81%
At Meets Grade Level or Above	2019	50%	45%	**33%**	-	31%	44%	-	20%	-	71%	27%	*	33%	33%	32%	32%
	2018	48%	42%	**41%**	100%	41%	29%	*	41%	-	60%	45%	80%	41%	41%	38%	43%

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

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

Total Students: 471
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**12%**	-	12%	16%	-	0%	-	0%	8%	*	12%	12%	11%	13%
	2018	22%	16%	**18%**	83%	17%	20%	*	18%	-	0%	31%	40%	18%	19%	15%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**77%**	-	76%	82%	-	*	-	*	52%	*	76%	81%	76%	70%
	2018	74%	69%	**77%**	*	80%	61%	*	50%	-	*	59%	*	79%	68%	76%	78%
At Meets Grade Level or Above	2019	48%	42%	**36%**	-	35%	47%	-	*	-	*	26%	*	35%	44%	36%	32%
	2018	46%	39%	**46%**	*	46%	39%	*	33%	-	*	50%	*	45%	48%	43%	41%
At Masters Grade Level	2019	21%	15%	**15%**	-	14%	24%	-	*	-	*	11%	*	14%	15%	14%	13%
	2018	19%	14%	**19%**	*	17%	26%	*	17%	-	*	23%	*	18%	23%	15%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**75%**	-	73%	88%	-	*	-	*	35%	*	74%	81%	74%	73%
	2018	81%	80%	**82%**	*	83%	64%	*	100%	-	*	64%	*	82%	77%	80%	90%
At Meets Grade Level or Above	2019	52%	47%	**36%**	-	34%	47%	-	*	-	*	27%	*	38%	26%	34%	40%
	2018	50%	43%	**42%**	*	42%	32%	*	50%	-	*	41%	*	43%	35%	38%	50%
At Masters Grade Level	2019	26%	21%	**13%**	-	15%	6%	-	*	-	*	4%	*	14%	11%	12%	18%
	2018	24%	17%	**23%**	*	21%	23%	*	33%	-	*	36%	*	23%	23%	18%	24%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**60%**	-	57%	73%	-	*	-	*	31%	-	57%	77%	61%	59%
	2018	66%	62%	**62%**	*	66%	40%	*	40%	-	*	55%	*	63%	58%	60%	70%
At Meets Grade Level or Above	2019	38%	32%	**21%**	-	18%	36%	-	*	-	*	31%	-	20%	23%	19%	15%
	2018	41%	35%	**30%**	*	31%	0%	*	40%	-	*	45%	*	28%	37%	29%	35%
At Masters Grade Level	2019	14%	10%	**5%**	-	3%	18%	-	*	-	*	8%	-	4%	8%	4%	3%
	2018	13%	8%	**8%**	*	9%	0%	*	0%	-	*	36%	*	9%	5%	6%	7%

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

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

Total Students: 471
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**56**	-	51	68	-	*	-	*	79	-	59	46	55	43
	2018	63	61	**59**	*	65	60	*	20	-	-	90	*	66	38	57	55
Grade 4 Mathematics	2019	65	61	**55**	-	56	50	-	*	-	*	36	-	56	50	56	63
	2018	65	61	**60**	*	59	61	*	70	-	-	100	*	57	72	61	62
All Grades Both Subjects	2019	69	69	**55**	-	54	59	-	*	-	*	59	-	57	48	56	60
	2018	69	68	**59**	*	61	61	*	45	-	-	95	*	60	57	59	60
All Grades ELA/Reading	2019	68	68	**56**	-	51	68	-	*	-	*	79	-	59	46	55	43
	2018	69	68	**59**	*	65	60	*	20	-	-	90	*	66	38	57	55
All Grades Mathematics	2019	70	70	**55**	-	56	50	-	*	-	*	36	-	56	50	56	63
	2018	70	69	**60**	*	59	61	*	70	-	-	100	*	57	72	61	62

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

Total Students: 471
Grade Span: PK - 04
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Mathematics	2019	45%	48%	**-**	-	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8														
Reading	2019	41%	42%	**33%**	-	38%	*	-	-	-	-	33%	38%	*
	2018	38%	36%	*	*	*	*	-	*	-	-	*	*	*
Mathematics	2018	47%	48%	*	*	*	*	-	-	-	-	*	*	*

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**73%**	69%	-	69%	-	-	*	-	*	59%	70%	69%
	2018	77%	74%	**76%**	82%	-	82%	-	-	45%	-	45%	83%	80%	80%
At Meets Grade Level or Above	2019	50%	45%	**33%**	34%	-	34%	-	-	*	-	*	12%	34%	32%
	2018	48%	42%	**41%**	42%	-	42%	-	-	9%	-	9%	61%	40%	42%
At Masters Grade Level	2019	24%	18%	**12%**	14%	-	14%	-	-	*	-	*	6%	14%	13%
	2018	22%	16%	**18%**	14%	-	14%	-	-	0%	-	0%	28%	13%	15%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**77%**	69%	-	69%	-	-	*	-	*	71%	69%	70%
	2018	74%	69%	**77%**	79%	-	79%	-	-	*	-	*	86%	76%	77%
At Meets Grade Level or Above	2019	48%	42%	**36%**	34%	-	34%	-	-	*	-	*	14%	33%	32%
	2018	46%	39%	**46%**	39%	-	39%	-	-	*	-	*	71%	37%	40%
At Masters Grade Level	2019	21%	15%	**15%**	14%	-	14%	-	-	*	-	*	14%	13%	13%
	2018	19%	14%	**19%**	10%	-	10%	-	-	*	-	*	29%	10%	12%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**75%**	74%	-	74%	-	-	*	-	*	57%	75%	73%
	2018	81%	80%	**82%**	90%	-	90%	-	-	*	-	*	86%	90%	90%
At Meets Grade Level or Above	2019	52%	47%	**36%**	42%	-	42%	-	-	*	-	*	14%	43%	40%
	2018	50%	43%	**42%**	51%	-	51%	-	-	*	-	*	43%	49%	49%
At Masters Grade Level	2019	26%	21%	**13%**	20%	-	20%	-	-	*	-	*	0%	20%	18%
	2018	24%	17%	**23%**	22%	-	22%	-	-	*	-	*	29%	21%	22%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**60%**	60%	-	60%	-	-	*	-	*	*	61%	59%
	2018	66%	62%	**62%**	74%	-	74%	-	-	*	-	*	*	68%	68%
At Meets Grade Level or Above	2019	38%	32%	**21%**	17%	-	17%	-	-	*	-	*	*	17%	15%
	2018	41%	35%	**30%**	29%	-	29%	-	-	*	-	*	*	27%	32%
At Masters Grade Level	2019	14%	10%	**5%**	3%	-	3%	-	-	*	-	*	*	3%	3%
	2018	13%	8%	**8%**	6%	-	6%	-	-	*	-	*	*	5%	7%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**55%**	64%	-	64%	-	-	*	-	*	33%	64%	60%
	2018	69%	68%	**59%**	56%	-	56%	-	-	25%	-	25%	88%	51%	57%
All Grades ELA/Reading	2019	68%	68%	**56%**	*	-	*	-	-	*	-	*	*	*	43%
	2018	69%	68%	**59%**	*	-	*	-	-	*	-	*	*	20%	44%
All Grades Mathematics	2019	70%	70%	**55%**	67%	-	67%	-	-	*	-	*	*	67%	63%
	2018	70%	69%	**60%**	56%	-	56%	-	-	*	-	*	*	56%	60%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**33%**	*	-	*	-	-	-	-	-	*	*	*
	2018	38%	36%	*	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2019	45%	48%	-	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	48%	*	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
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Campus Number: 101917107

Total Students: 471
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	99%	100%	100%
Included in Accountability	94%	94%	**94%**	0%	96%	96%	-	100%	-	100%	94%	93%	98%
Not Included in Accountability													
Mobile	4%	3%	**5%**	100%	2%	4%	-	0%	-	0%	1%	5%	1%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	0%	-	0%	3%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	98%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	38%	95%	98%	*	100%	-	71%	89%	92%	93%
Not Included in Accountability													
Mobile	4%	4%	**6%**	63%	4%	0%	*	0%	-	29%	11%	7%	5%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	0%	-	0%	0%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	2%	*	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	2%	*	0%	-	0%	0%	0%	0%

District Name: PASADENA ISD
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Total Students: 471
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.2%**	*	96.4%	95.7%	*	98.9%	*	94.9%	95.1%	96.2%	97.4%
2016-17	95.7%	94.6%	**96.5%**	*	96.8%	95.3%	*	97.7%	-	*	95.3%	96.6%	97.5%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

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

Total Students: 471
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

Total Students: 471
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

Total Students: 471
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

Total Students: 471
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

Total Students: 471
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	471	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	35	7.4%	4.3%	4.4%
Kindergarten	89	18.9%	6.4%	6.9%
Grade 1	90	19.1%	7.1%	7.1%
Grade 2	81	17.2%	7.0%	7.2%
Grade 3	87	18.5%	7.1%	7.3%
Grade 4	89	18.9%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	2	0.4%	7.2%	12.6%
Hispanic	409	86.8%	83.4%	52.6%
White	51	10.8%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	4	0.8%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	5	1.1%	0.6%	2.4%
Economically Disadvantaged	406	86.2%	86.3%	60.6%
Non-Educationally Disadvantaged	65	13.8%	13.7%	39.4%
Section 504 Students	29	6.2%	5.6%	6.5%
English Learners (EL)	203	43.1%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	26	5.5%	4.1%	3.6%
At-Risk	253	53.7%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	66			
By Type of Primary Disability				
Students with Intellectual Disabilities	7	10.6%	44.2%	42.4%
Students with Physical Disabilities	21	31.8%	16.3%	21.9%
Students with Autism	33	50.0%	21.4%	13.7%
Students with Behavioral Disabilities	*	*	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	56	14.5%	15.6%	15.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Student Information

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

Total Students: 471
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	11	2.9%		
Hispanic	39	10.1%		
White	2	0.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	1	0.3%		
Two or More Races	3	0.8%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	6.6%	10.1%	3.1%	0.0%	12.3%	5.5%
Grade 2	9.2%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	5.0%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.4	17.5	18.9
Grade 1	17.3	17.7	18.8
Grade 2	15.3	17.0	18.7
Grade 3	21.5	16.9	18.9
Grade 4	16.0	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

Total Students: 471
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	61.7	100.0%	100.0%	100.0%
Professional Staff:	44.6	72.3%	59.1%	64.1%
Teachers	36.0	58.4%	46.1%	49.8%
Professional Support	6.6	10.7%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.2%	2.4%	3.0%
Educational Aides:	17.1	27.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	34.1	55.3%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.1%	10.1%	10.6%
Hispanic	15.0	41.6%	35.2%	27.7%
White	21.0	58.3%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	2.1	5.9%	24.4%	23.8%
Females	33.9	94.1%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	30.1	83.6%	76.3%	73.6%
Masters	5.9	16.4%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.4%	7.0%
1-5 Years Experience	12.0	33.3%	35.0%	28.9%
6-10 Years Experience	13.1	36.4%	21.1%	19.0%
11-20 Years Experience	6.0	16.6%	26.5%	29.3%
Over 20 Years Experience	4.9	13.6%	10.9%	15.7%
Number of Students per Teacher	13.1	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

Total Students: 471
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.5	6.3
Average Years Experience of Principals with District	6.0	7.3	5.4
Average Years Experience of Assistant Principals	4.0	6.3	5.3
Average Years Experience of Assistant Principals with District	4.0	6.0	4.7
Average Years Experience of Teachers:	9.7	9.7	11.1
Average Years Experience of Teachers with District:	8.6	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$51,929	$47,218
1-5 Years Experience	$55,079	$54,679	$50,408
6-10 Years Experience	$55,119	$56,719	$52,786
11-20 Years Experience	$56,172	$57,147	$56,041
Over 20 Years Experience	$58,123	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,690	$56,382	$54,122
Professional Support	$58,861	$70,595	$64,069
Campus Administration (School Leadership)	$94,591	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

Total Students: 471
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	189	40.1%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	20	4.2%	5.3%	8.1%
Special Education	66	14.0%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	11.4	31.7%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	21.6	59.9%	68.3%	71.4%
Special Education	3.0	8.4%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PEARL HALL EL**

Campus Number: **101917108**

2019 Accountability Rating: **C**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**81%**	*	83%	*	-	*	-	*	33%	*	81%	83%	81%	90%
	2018	77%	78%	**85%**	86%	85%	*	-	*	-	*	73%	*	86%	81%	85%	87%
At Meets Grade Level or Above	2019	45%	42%	**38%**	*	39%	*	-	*	-	*	11%	*	39%	33%	37%	47%
	2018	43%	40%	**52%**	57%	52%	*	-	*	-	*	36%	*	51%	52%	52%	61%
At Masters Grade Level	2019	27%	23%	**23%**	*	24%	*	-	*	-	*	0%	*	25%	11%	22%	27%
	2018	25%	19%	**23%**	29%	23%	*	-	*	-	*	9%	*	22%	29%	24%	27%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**77%**	*	78%	*	-	*	-	*	30%	*	79%	67%	77%	88%
	2018	78%	78%	**83%**	100%	83%	*	-	*	-	*	55%	*	83%	86%	84%	97%
At Meets Grade Level or Above	2019	49%	41%	**36%**	*	38%	*	-	*	-	*	10%	*	38%	28%	36%	44%
	2018	47%	40%	**48%**	57%	48%	*	-	*	-	*	45%	*	48%	48%	48%	67%
At Masters Grade Level	2019	25%	17%	**14%**	*	14%	*	-	*	-	*	0%	*	16%	6%	14%	17%
	2018	23%	16%	**20%**	29%	20%	*	-	*	-	*	9%	*	21%	19%	21%	27%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**81%**	100%	81%	*	-	*	-	*	71%	*	83%	74%	83%	87%
	2018	73%	71%	**69%**	88%	67%	*	-	*	-	-	57%	*	70%	67%	67%	68%
At Meets Grade Level or Above	2019	44%	41%	**44%**	83%	42%	*	-	*	-	*	50%	*	42%	47%	44%	48%
	2018	46%	41%	**42%**	50%	41%	*	-	*	-	-	50%	*	40%	50%	39%	41%
At Masters Grade Level	2019	22%	17%	**17%**	50%	14%	*	-	*	-	*	21%	*	13%	26%	17%	14%
	2018	24%	19%	**14%**	0%	14%	*	-	*	-	-	0%	*	11%	23%	12%	16%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**73%**	100%	73%	*	-	*	-	*	71%	*	74%	71%	75%	78%
	2018	78%	77%	**82%**	88%	81%	*	-	*	-	-	79%	*	83%	77%	81%	82%
At Meets Grade Level or Above	2019	48%	40%	**46%**	83%	44%	*	-	*	-	*	57%	*	46%	47%	47%	49%
	2018	49%	43%	**49%**	63%	48%	*	-	*	-	-	57%	*	48%	53%	47%	53%
At Masters Grade Level	2019	28%	18%	**30%**	50%	28%	*	-	*	-	*	43%	*	30%	29%	30%	35%
	2018	27%	20%	**25%**	38%	24%	*	-	*	-	-	7%	*	23%	33%	23%	30%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**66%**	100%	64%	*	-	*	-	*	57%	*	66%	68%	68%	75%
	2018	63%	62%	**75%**	75%	74%	*	-	*	-	-	62%	*	77%	67%	73%	78%
At Meets Grade Level or Above	2019	35%	30%	**35%**	83%	34%	*	-	*	-	*	50%	*	34%	38%	36%	35%
	2018	39%	36%	**47%**	50%	46%	*	-	*	-	-	62%	*	49%	40%	43%	51%
At Masters Grade Level	2019	11%	8%	**14%**	50%	12%	*	-	*	-	*	36%	*	13%	15%	13%	11%
	2018	11%	8%	**10%**	25%	8%	*	-	*	-	-	8%	*	10%	10%	8%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**75%**	88%	76%	45%	-	100%	-	20%	56%	89%	77%	72%	77%	83%
	2018	77%	74%	**79%**	87%	78%	87%	-	100%	-	*	65%	92%	80%	74%	78%	82%
At Meets Grade Level or Above	2019	50%	45%	**40%**	63%	39%	27%	-	80%	-	0%	39%	61%	40%	41%	40%	45%
	2018	48%	42%	**47%**	55%	47%	40%	-	80%	-	*	51%	58%	47%	48%	46%	54%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

Total Students: 661
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**19%**	38%	18%	27%	-	60%	-	0%	23%	17%	19%	20%	19%	21%
	2018	22%	16%	**18%**	24%	18%	27%	-	40%	-	*	6%	25%	17%	23%	18%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**81%**	89%	82%	*	-	*	-	*	57%	100%	82%	77%	82%	89%
	2018	74%	69%	**77%**	87%	76%	83%	-	*	-	*	64%	80%	78%	73%	76%	77%
At Meets Grade Level or Above	2019	48%	42%	**41%**	56%	40%	*	-	*	-	*	35%	57%	40%	42%	41%	48%
	2018	46%	39%	**47%**	53%	46%	33%	-	*	-	*	44%	40%	45%	51%	45%	50%
At Masters Grade Level	2019	21%	15%	**20%**	33%	19%	*	-	*	-	*	13%	0%	19%	21%	19%	20%
	2018	19%	14%	**18%**	13%	18%	17%	-	*	-	*	4%	0%	17%	25%	18%	21%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**75%**	78%	76%	*	-	*	-	*	54%	86%	77%	69%	76%	83%
	2018	81%	80%	**83%**	93%	82%	83%	-	*	-	*	68%	100%	83%	80%	82%	89%
At Meets Grade Level or Above	2019	52%	47%	**42%**	56%	41%	*	-	*	-	*	38%	57%	42%	40%	42%	47%
	2018	50%	43%	**49%**	60%	48%	33%	-	*	-	*	52%	60%	48%	51%	48%	60%
At Masters Grade Level	2019	26%	21%	**23%**	33%	21%	*	-	*	-	*	25%	43%	23%	21%	22%	26%
	2018	24%	17%	**23%**	33%	22%	33%	-	*	-	*	8%	40%	22%	27%	22%	29%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**66%**	100%	64%	*	-	*	-	*	57%	*	66%	68%	68%	75%
	2018	66%	62%	**75%**	75%	74%	*	-	*	-	-	62%	*	77%	67%	73%	78%
At Meets Grade Level or Above	2019	38%	32%	**35%**	83%	34%	*	-	*	-	*	50%	*	34%	38%	36%	35%
	2018	41%	35%	**47%**	50%	46%	*	-	*	-	-	62%	*	49%	40%	43%	51%
At Masters Grade Level	2019	14%	10%	**14%**	50%	12%	*	-	*	-	*	36%	*	13%	15%	13%	11%
	2018	13%	8%	**10%**	25%	8%	*	-	*	-	-	8%	*	10%	10%	8%	10%

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

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

Total Students: 661
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**57**	75	55	*	-	*	-	*	69	*	56	60	58	63
	2018	63	61	**54**	79	51	*	-	*	-	-	71	-	54	56	55	58
Grade 4 Mathematics	2019	65	61	**58**	83	56	*	-	*	-	*	75	*	57	59	57	53
	2018	65	61	**69**	86	69	*	-	*	-	-	93	*	68	73	70	69
All Grades Both Subjects	2019	69	69	**58**	79	56	67	-	*	-	*	72	58	57	60	57	55
	2018	69	68	**63**	82	62	*	-	*	-	-	82	*	63	66	64	66
All Grades ELA/Reading	2019	68	68	**57**	75	55	*	-	*	-	*	69	*	56	60	58	63
	2018	69	68	**54**	79	51	*	-	*	-	-	71	-	54	56	55	58
All Grades Mathematics	2019	70	70	**58**	83	56	*	-	*	-	*	75	*	57	59	57	53
	2018	70	69	**69**	86	69	*	-	*	-	-	93	*	68	73	70	69

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

Total Students: 661
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**30%**	-	33%	*	-	-	-	-	*	22%	*
	2018	38%	36%	*	*	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**12%**	-	13%	*	-	-	-	*	*	13%	*
	2018	47%	48%	**35%**	*	33%	-	-	-	-	-	*	37%	*

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**75%**	85%	-	85%	-	-	*	-	*	71%	85%	83%
	2018	77%	74%	**79%**	84%	-	84%	-	-	*	-	*	63%	84%	81%
At Meets Grade Level or Above	2019	50%	45%	**40%**	44%	-	44%	-	-	*	-	*	41%	44%	44%
	2018	48%	42%	**47%**	57%	-	57%	-	-	*	-	*	27%	57%	52%
At Masters Grade Level	2019	24%	18%	**19%**	20%	-	20%	-	-	*	-	*	18%	20%	20%
	2018	22%	16%	**18%**	25%	-	25%	-	-	*	-	*	4%	25%	21%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**81%**	89%	-	89%	-	-	*	-	*	80%	90%	88%
	2018	74%	69%	**77%**	77%	-	77%	-	-	*	-	*	68%	77%	76%
At Meets Grade Level or Above	2019	48%	42%	**41%**	45%	-	45%	-	-	*	-	*	53%	46%	47%
	2018	46%	39%	**47%**	51%	-	51%	-	-	*	-	*	32%	52%	49%
At Masters Grade Level	2019	21%	15%	**20%**	19%	-	19%	-	-	*	-	*	20%	20%	20%
	2018	19%	14%	**18%**	23%	-	23%	-	-	*	-	*	5%	24%	21%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**75%**	84%	-	84%	-	-	*	-	*	73%	84%	83%
	2018	81%	80%	**83%**	92%	-	92%	-	-	*	-	*	68%	92%	88%
At Meets Grade Level or Above	2019	52%	47%	**42%**	47%	-	47%	-	-	*	-	*	33%	48%	46%
	2018	50%	43%	**49%**	63%	-	63%	-	-	*	-	*	32%	63%	58%
At Masters Grade Level	2019	26%	21%	**23%**	25%	-	25%	-	-	*	-	*	20%	26%	25%
	2018	24%	17%	**23%**	32%	-	32%	-	-	*	-	*	5%	32%	28%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**66%**	77%	-	77%	-	-	*	-	*	*	78%	74%
	2018	66%	62%	**75%**	83%	-	83%	-	-	-	-	-	46%	83%	76%
At Meets Grade Level or Above	2019	38%	32%	**35%**	35%	-	35%	-	-	*	-	*	*	34%	34%
	2018	41%	35%	**47%**	56%	-	56%	-	-	-	-	-	15%	56%	48%
At Masters Grade Level	2019	14%	10%	**14%**	11%	-	11%	-	-	*	-	*	*	10%	10%
	2018	13%	8%	**10%**	13%	-	13%	-	-	-	-	-	0%	13%	10%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**58%**	52%	-	52%	-	-	*	-	*	56%	54%	54%
	2018	69%	68%	**63%**	64%	-	64%	-	-	-	-	-	60%	64%	62%
All Grades ELA/Reading	2019	68%	68%	**57%**	72%	-	72%	-	-	*	-	*	*	75%	61%
	2018	69%	68%	**54%**	50%	-	50%	-	-	-	-	-	46%	50%	47%
All Grades Mathematics	2019	70%	70%	**58%**	49%	-	49%	-	-	*	-	*	*	50%	52%
	2018	70%	69%	**69%**	65%	-	65%	-	-	-	-	-	73%	65%	67%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**30%**	*	-	*	-	-	-	-	-	*	*	*
	2018	38%	36%	*	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**12%**	-	-	-	-	-	-	-	-	*	-	*
	2018	47%	48%	**35%**	*	-	*	-	-	-	-	-	*	*	*

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

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

Total Students: 661
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	99%	100%	100%
Included in Accountability	94%	94%	**93%**	71%	94%	100%	-	100%	-	100%	86%	93%	94%
Not Included in Accountability													
Mobile	4%	3%	**6%**	29%	5%	0%	-	0%	-	0%	13%	6%	4%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	0%	-	0%	0%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	96%	100%	100%
Included in Accountability	94%	94%	**93%**	93%	93%	100%	-	100%	-	*	90%	93%	96%
Not Included in Accountability													
Mobile	4%	4%	**6%**	7%	6%	0%	-	0%	-	*	6%	6%	3%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	0%	-	*	0%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	*	4%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	*	3%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	*	1%	0%	0%

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

Total Students: 661
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.8%**	95.0%	95.8%	94.8%	-	*	-	*	93.7%	96.0%	96.7%
2016-17	95.7%	94.6%	**96.0%**	94.0%	96.2%	93.8%	*	*	*	*	93.0%	96.1%	96.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

Total Students: 661
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

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

Total Students: 661
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
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Total Students: 661
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

Total Students: 661
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

Total Students: 661
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	661	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	73	11.0%	4.3%	4.4%
Kindergarten	97	14.7%	6.4%	6.9%
Grade 1	115	17.4%	7.1%	7.1%
Grade 2	122	18.5%	7.0%	7.2%
Grade 3	117	17.7%	7.1%	7.3%
Grade 4	137	20.7%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	33	5.0%	7.2%	12.6%
Hispanic	605	91.5%	83.4%	52.6%
White	16	2.4%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	4	0.6%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	3	0.5%	0.6%	2.4%
Economically Disadvantaged	621	93.9%	86.3%	60.6%
Non-Educationally Disadvantaged	40	6.1%	13.7%	39.4%
Section 504 Students	40	6.1%	5.6%	6.5%
English Learners (EL)	319	48.3%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	19	2.9%	4.1%	3.6%
At-Risk	450	68.1%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	64			
By Type of Primary Disability				
Students with Intellectual Disabilities	17	26.6%	44.2%	42.4%
Students with Physical Disabilities	17	26.6%	16.3%	21.9%
Students with Autism	23	35.9%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	126	19.9%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

Total Students: 661
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	9	1.4%		
Hispanic	110	17.4%		
White	7	1.1%		
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	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	4.9%	10.1%	3.1%	0.0%	12.3%	5.5%
Grade 2	9.3%	6.5%	1.8%	7.1%	4.1%	2.3%
Grade 3	3.3%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.8%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.3	17.5	18.9
Grade 1	17.9	17.7	18.8
Grade 2	15.6	17.0	18.7
Grade 3	16.0	16.9	18.9
Grade 4	18.1	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

Total Students: 661
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	73.6	100.0%	100.0%	100.0%
Professional Staff:	57.3	77.9%	59.1%	64.1%
Teachers	47.5	64.5%	46.1%	49.8%
Professional Support	7.8	10.6%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.7%	2.4%	3.0%
Educational Aides:	16.3	22.1%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	54.8	74.5%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	10.1%	10.6%
Hispanic	31.0	65.3%	35.2%	27.7%
White	15.5	32.6%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.1%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	8.4%	24.4%	23.8%
Females	43.5	91.6%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	39.5	83.2%	76.3%	73.6%
Masters	7.0	14.7%	21.8%	24.3%
Doctorate	1.0	2.1%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.2%	6.4%	7.0%
1-5 Years Experience	14.0	29.5%	35.0%	28.9%
6-10 Years Experience	10.5	22.0%	21.1%	19.0%
11-20 Years Experience	13.0	27.4%	26.5%	29.3%
Over 20 Years Experience	8.0	16.8%	10.9%	15.7%
Number of Students per Teacher	13.9	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

Total Students: 661
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.5	6.3
Average Years Experience of Principals with District	5.0	7.3	5.4
Average Years Experience of Assistant Principals	4.0	6.3	5.3
Average Years Experience of Assistant Principals with District	4.0	6.0	4.7
Average Years Experience of Teachers:	11.2	9.7	11.1
Average Years Experience of Teachers with District:	8.7	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,140	$51,929	$47,218
1-5 Years Experience	$54,426	$54,679	$50,408
6-10 Years Experience	$56,798	$56,719	$52,786
11-20 Years Experience	$57,084	$57,147	$56,041
Over 20 Years Experience	$59,358	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,454	$56,382	$54,122
Professional Support	$59,901	$70,595	$64,069
Campus Administration (School Leadership)	$92,721	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

Total Students: 661
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	290	43.9%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	25	3.8%	5.3%	8.1%
Special Education	64	9.7%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	15.6	32.8%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	26.4	55.6%	68.3%	71.4%
Special Education	5.5	11.6%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **JESSUP EL**

Campus Number: **101917109**

2019 Accountability Rating: **C**

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**80%**	60%	83%	*	-	*	-	-	44%	*	83%	71%	80%	82%
	2018	77%	78%	**73%**	27%	78%	*	-	-	-	-	67%	*	75%	68%	71%	77%
At Meets Grade Level or Above	2019	45%	42%	**42%**	40%	43%	*	-	*	-	-	22%	*	43%	38%	42%	50%
	2018	43%	40%	**33%**	9%	35%	*	-	-	-	-	44%	*	35%	29%	32%	41%
At Masters Grade Level	2019	27%	23%	**28%**	10%	31%	*	-	*	-	-	0%	*	29%	24%	28%	30%
	2018	25%	19%	**17%**	9%	17%	*	-	-	-	-	0%	*	14%	25%	16%	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**83%**	70%	86%	*	-	*	-	-	67%	*	83%	86%	83%	88%
	2018	78%	78%	**82%**	55%	85%	*	-	-	-	-	56%	*	83%	79%	81%	86%
At Meets Grade Level or Above	2019	49%	41%	**40%**	40%	40%	*	-	*	-	-	33%	*	40%	38%	40%	44%
	2018	47%	40%	**41%**	9%	44%	*	-	-	-	-	44%	*	41%	43%	39%	47%
At Masters Grade Level	2019	25%	17%	**19%**	20%	19%	*	-	*	-	-	22%	*	17%	24%	19%	22%
	2018	23%	16%	**14%**	9%	14%	*	-	-	-	-	0%	*	12%	18%	13%	16%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**69%**	33%	73%	*	-	-	-	-	46%	*	73%	61%	69%	73%
	2018	73%	71%	**63%**	67%	64%	-	-	-	-	*	33%	40%	63%	64%	63%	66%
At Meets Grade Level or Above	2019	44%	41%	**30%**	0%	33%	*	-	-	-	-	31%	*	34%	21%	30%	38%
	2018	46%	41%	**21%**	11%	22%	-	-	-	-	*	33%	20%	17%	28%	20%	19%
At Masters Grade Level	2019	22%	17%	**5%**	0%	5%	*	-	-	-	-	0%	*	5%	3%	5%	5%
	2018	24%	19%	**6%**	0%	6%	-	-	-	-	*	11%	0%	6%	6%	5%	2%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**73%**	58%	74%	*	-	-	-	-	54%	*	72%	76%	72%	78%
	2018	78%	77%	**81%**	88%	80%	-	-	-	-	*	56%	100%	83%	78%	81%	81%
At Meets Grade Level or Above	2019	48%	40%	**33%**	33%	32%	*	-	-	-	-	38%	*	35%	27%	32%	38%
	2018	49%	43%	**41%**	38%	41%	-	-	-	-	*	44%	17%	41%	41%	42%	43%
At Masters Grade Level	2019	28%	18%	**7%**	8%	6%	*	-	-	-	-	0%	*	8%	3%	7%	10%
	2018	27%	20%	**11%**	0%	12%	-	-	-	-	*	22%	0%	7%	19%	12%	12%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**60%**	42%	62%	*	-	-	-	-	31%	*	61%	58%	59%	63%
	2018	63%	62%	**62%**	56%	63%	-	-	-	-	*	44%	17%	62%	62%	61%	64%
At Meets Grade Level or Above	2019	35%	30%	**23%**	8%	26%	*	-	-	-	-	23%	*	26%	18%	24%	30%
	2018	39%	36%	**35%**	44%	35%	-	-	-	-	*	44%	0%	32%	41%	35%	36%
At Masters Grade Level	2019	11%	8%	**4%**	0%	4%	*	-	-	-	-	8%	*	4%	3%	4%	5%
	2018	11%	8%	**2%**	0%	2%	-	-	-	-	*	0%	0%	3%	0%	2%	2%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**73%**	52%	75%	60%	-	*	-	-	47%	67%	74%	69%	72%	76%
	2018	77%	74%	**72%**	56%	74%	*	-	-	-	*	51%	61%	73%	70%	71%	75%
At Meets Grade Level or Above	2019	50%	45%	**33%**	23%	34%	40%	-	*	-	-	30%	22%	35%	27%	33%	39%
	2018	48%	42%	**34%**	21%	36%	*	-	-	-	*	42%	9%	34%	36%	34%	38%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**12%**	7%	13%	0%	-	*	-	-	5%	0%	13%	9%	12%	13%
	2018	22%	16%	**10%**	4%	10%	*	-	-	-	*	7%	0%	9%	13%	10%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**74%**	45%	78%	*	-	*	-	-	45%	*	78%	65%	74%	77%
	2018	74%	69%	**68%**	45%	71%	*	-	-	-	*	50%	63%	69%	66%	67%	72%
At Meets Grade Level or Above	2019	48%	42%	**35%**	18%	38%	*	-	*	-	-	27%	*	38%	28%	36%	43%
	2018	46%	39%	**27%**	10%	29%	*	-	-	-	*	39%	13%	27%	28%	26%	31%
At Masters Grade Level	2019	21%	15%	**16%**	5%	18%	*	-	*	-	-	0%	*	17%	11%	16%	16%
	2018	19%	14%	**12%**	5%	12%	*	-	-	-	*	6%	0%	10%	14%	11%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**78%**	64%	80%	*	-	*	-	-	59%	*	77%	80%	77%	82%
	2018	81%	80%	**82%**	68%	83%	*	-	-	-	*	56%	89%	83%	78%	81%	84%
At Meets Grade Level or Above	2019	52%	47%	**36%**	36%	36%	*	-	*	-	-	36%	*	38%	31%	36%	41%
	2018	50%	43%	**41%**	21%	43%	*	-	-	-	*	44%	11%	41%	42%	41%	45%
At Masters Grade Level	2019	26%	21%	**12%**	14%	12%	*	-	*	-	-	9%	*	13%	11%	13%	15%
	2018	24%	17%	**12%**	5%	13%	*	-	-	-	*	11%	0%	10%	18%	13%	14%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**60%**	42%	62%	*	-	-	-	-	31%	*	61%	58%	59%	63%
	2018	66%	62%	**62%**	56%	63%	-	-	-	-	*	44%	17%	62%	62%	61%	64%
At Meets Grade Level or Above	2019	38%	32%	**23%**	8%	26%	*	-	-	-	-	23%	*	26%	18%	24%	30%
	2018	41%	35%	**35%**	44%	35%	-	-	-	-	*	44%	0%	32%	41%	35%	36%
At Masters Grade Level	2019	14%	10%	**4%**	0%	4%	*	-	-	-	-	8%	*	4%	3%	4%	5%
	2018	13%	8%	**2%**	0%	2%	-	-	-	-	*	0%	0%	3%	0%	2%	2%

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

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**53**	50	55	*	-	-	-	-	67	*	63	37	54	47
	2018	63	61	**59**	72	56	-	-	-	-	*	38	*	49	75	60	53
Grade 4 Mathematics	2019	65	61	**50**	92	45	*	-	-	-	-	88	*	51	50	50	42
	2018	65	61	**75**	69	76	-	-	-	-	*	56	75	77	73	75	71
All Grades Both Subjects	2019	69	69	**51**	71	49	*	-	-	-	-	78	*	55	45	52	43
	2018	69	68	**69**	71	69	-	-	-	-	*	47	69	67	74	69	67
All Grades ELA/Reading	2019	68	68	**53**	50	55	*	-	-	-	-	67	*	63	37	54	47
	2018	69	68	**59**	72	56	-	-	-	-	*	38	*	49	75	60	53
All Grades Mathematics	2019	70	70	**50**	92	45	*	-	-	-	-	88	*	51	50	50	42
	2018	70	69	**75**	69	76	-	-	-	-	*	56	75	77	73	75	71

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**39%**	38%	40%	-	-	-	-	-	25%	36%	20%
	2018	38%	36%	**30%**	*	29%	-	-	-	-	*	*	31%	*
Mathematics	2019	45%	48%	**30%**	29%	31%	-	-	-	-	-	29%	30%	43%
	2018	47%	48%	**50%**	*	48%	-	-	-	-	*	*	52%	*

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

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

Total Students: 639
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**73%**	77%	-	77%	-	-	-	-	-	46%	77%	75%
	2018	77%	74%	**72%**	75%	*	75%	-	-	-	-	-	66%	75%	74%
At Meets Grade Level or Above	2019	50%	45%	**33%**	39%	-	39%	-	-	-	-	-	8%	39%	37%
	2018	48%	42%	**34%**	35%	*	35%	-	-	-	-	-	25%	35%	34%
At Masters Grade Level	2019	24%	18%	**12%**	13%	-	13%	-	-	-	-	-	0%	13%	13%
	2018	22%	16%	**10%**	11%	*	12%	-	-	-	-	-	3%	11%	11%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**74%**	76%	-	76%	-	-	-	-	-	60%	76%	76%
	2018	74%	69%	**68%**	72%	*	73%	-	-	-	-	-	58%	72%	71%
At Meets Grade Level or Above	2019	48%	42%	**35%**	43%	-	43%	-	-	-	-	-	0%	43%	41%
	2018	46%	39%	**27%**	30%	*	30%	-	-	-	-	-	8%	30%	28%
At Masters Grade Level	2019	21%	15%	**16%**	17%	-	17%	-	-	-	-	-	0%	17%	16%
	2018	19%	14%	**12%**	14%	*	14%	-	-	-	-	-	0%	14%	13%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**78%**	82%	-	82%	-	-	-	-	-	60%	82%	81%
	2018	81%	80%	**82%**	84%	*	85%	-	-	-	-	-	67%	84%	83%
At Meets Grade Level or Above	2019	52%	47%	**36%**	39%	-	39%	-	-	-	-	-	20%	39%	38%
	2018	50%	43%	**41%**	43%	*	43%	-	-	-	-	-	33%	43%	42%
At Masters Grade Level	2019	26%	21%	**12%**	15%	-	15%	-	-	-	-	-	0%	15%	14%
	2018	24%	17%	**12%**	13%	*	13%	-	-	-	-	-	8%	13%	13%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**60%**	66%	-	66%	-	-	-	-	-	*	66%	63%
	2018	66%	62%	**62%**	59%	-	59%	-	-	-	-	-	75%	59%	61%
At Meets Grade Level or Above	2019	38%	32%	**23%**	30%	-	30%	-	-	-	-	-	*	30%	29%
	2018	41%	35%	**35%**	30%	-	30%	-	-	-	-	-	38%	30%	31%
At Masters Grade Level	2019	14%	10%	**4%**	5%	-	5%	-	-	-	-	-	*	5%	5%
	2018	13%	8%	**2%**	2%	-	2%	-	-	-	-	-	0%	2%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**51%**	40%	-	40%	-	-	-	-	-	33%	40%	40%
	2018	69%	68%	**69%**	67%	-	67%	-	-	-	-	-	69%	67%	67%
All Grades ELA/Reading	2019	68%	68%	**53%**	46%	-	46%	-	-	-	-	-	*	46%	43%
	2018	69%	68%	**59%**	42%	-	42%	-	-	-	-	-	63%	42%	54%
All Grades Mathematics	2019	70%	70%	**50%**	39%	-	39%	-	-	-	-	-	*	39%	39%
	2018	70%	69%	**75%**	70%	-	70%	-	-	-	-	-	75%	70%	71%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**39%**	*	-	*	-	-	-	-	-	*	*	20%
	2018	38%	36%	**30%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**30%**	50%	-	50%	-	-	-	-	-	*	50%	43%
	2018	47%	48%	**50%**	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	-	100%	100%	100%
Included in Accountability	94%	94%	**88%**	72%	93%	71%	-	20%	*	-	89%	89%	89%
Not Included in Accountability													
Mobile	4%	3%	**10%**	28%	5%	29%	-	50%	*	-	11%	9%	6%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	-	30%	*	-	0%	2%	5%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	98%	99%	*	-	-	-	*	100%	99%	100%
Included in Accountability	94%	94%	**88%**	73%	89%	*	-	-	-	*	100%	89%	92%
Not Included in Accountability													
Mobile	4%	4%	**10%**	26%	8%	*	-	-	-	*	0%	9%	5%
Other Exclusions	1%	2%	**2%**	0%	2%	*	-	-	-	*	0%	2%	3%
Not Tested	1%	1%	**1%**	2%	1%	*	-	-	-	*	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	2%	0%	*	-	-	-	*	0%	0%	0%

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.3%**	93.1%	95.5%	97.1%	-	*	*	*	94.0%	95.4%	96.3%
2016-17	95.7%	94.6%	**95.9%**	93.7%	96.1%	*	*	*	*	-	95.6%	95.9%	96.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

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

Total Students: 639
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
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Campus Number: 101917109

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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	639	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	83	13.0%	4.3%	4.4%
Kindergarten	102	16.0%	6.4%	6.9%
Grade 1	107	16.7%	7.1%	7.1%
Grade 2	125	19.6%	7.0%	7.2%
Grade 3	104	16.3%	7.1%	7.3%
Grade 4	118	18.5%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	74	11.6%	7.2%	12.6%
Hispanic	539	84.4%	83.4%	52.6%
White	16	2.5%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	7	1.1%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	3	0.5%	0.6%	2.4%
Economically Disadvantaged	622	97.3%	86.3%	60.6%
Non-Educationally Disadvantaged	17	2.7%	13.7%	39.4%
Section 504 Students	23	3.6%	5.6%	6.5%
English Learners (EL)	335	52.4%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	15	2.3%	4.1%	3.6%
At-Risk	444	69.5%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	50			
By Type of Primary Disability				
Students with Intellectual Disabilities	15	30.0%	44.2%	42.4%
Students with Physical Disabilities	15	30.0%	16.3%	21.9%
Students with Autism	11	22.0%	21.4%	13.7%
Students with Behavioral Disabilities	9	18.0%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	169	28.0%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	32	5.3%		
Hispanic	134	22.2%		
White	3	0.5%		
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	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	20.0%	1.8%	6.2%
Grade 1	5.8%	10.1%	3.1%	7.7%	12.3%	5.5%
Grade 2	8.4%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	0.0%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	1.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.0	17.5	18.9
Grade 1	16.9	17.7	18.8
Grade 2	21.0	17.0	18.7
Grade 3	18.0	16.9	18.9
Grade 4	18.0	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

Total Students: 639
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	72.8	100.0%	100.0%	100.0%
Professional Staff:	55.2	75.8%	59.1%	64.1%
Teachers	46.0	63.2%	46.1%	49.8%
Professional Support	7.2	9.9%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.7%	2.4%	3.0%
Educational Aides:	17.6	24.2%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	52.6	72.3%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	6.0	13.0%	10.1%	10.6%
Hispanic	21.0	45.7%	35.2%	27.7%
White	18.0	39.1%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.2%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	6.0	13.0%	24.4%	23.8%
Females	40.0	87.0%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	38.8	84.4%	76.3%	73.6%
Masters	7.2	15.6%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.9	6.2%	6.4%	7.0%
1-5 Years Experience	12.0	26.1%	35.0%	28.9%
6-10 Years Experience	13.0	28.3%	21.1%	19.0%
11-20 Years Experience	13.1	28.5%	26.5%	29.3%
Over 20 Years Experience	5.0	10.9%	10.9%	15.7%
Number of Students per Teacher	13.9	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

Total Students: 639
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.5	6.3
Average Years Experience of Principals with District	4.0	7.3	5.4
Average Years Experience of Assistant Principals	2.0	6.3	5.3
Average Years Experience of Assistant Principals with District	2.0	6.0	4.7
Average Years Experience of Teachers:	9.6	9.7	11.1
Average Years Experience of Teachers with District:	6.7	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,439	$51,929	$47,218
1-5 Years Experience	$54,635	$54,679	$50,408
6-10 Years Experience	$55,868	$56,719	$52,786
11-20 Years Experience	$58,314	$57,147	$56,041
Over 20 Years Experience	$59,714	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,512	$56,382	$54,122
Professional Support	$61,487	$70,595	$64,069
Campus Administration (School Leadership)	$91,281	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

Total Students: 639
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	309	48.4%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	17	2.7%	5.3%	8.1%
Special Education	50	7.8%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	20.6	44.7%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	22.7	49.3%	68.3%	71.4%
Special Education	2.7	6.0%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **KRUSE EL**

Campus Number: **101917110**

2019 Accountability Rating: **C**

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**85%**	*	85%	*	-	-	-	*	38%	-	86%	78%	85%	80%
	2018	77%	78%	**77%**	*	77%	-	-	-	-	*	36%	*	76%	79%	77%	77%
At Meets Grade Level or Above	2019	45%	42%	**47%**	*	45%	*	-	-	-	*	38%	-	44%	67%	47%	39%
	2018	43%	40%	**40%**	*	40%	-	-	-	-	*	9%	*	41%	32%	39%	44%
At Masters Grade Level	2019	27%	23%	**25%**	*	24%	*	-	-	-	*	38%	-	21%	56%	24%	20%
	2018	25%	19%	**15%**	*	14%	-	-	-	-	*	9%	*	14%	16%	14%	15%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**84%**	*	85%	*	-	-	-	*	38%	-	86%	67%	84%	89%
	2018	78%	78%	**73%**	*	73%	-	-	-	-	*	33%	*	76%	58%	71%	80%
At Meets Grade Level or Above	2019	49%	41%	**47%**	*	46%	*	-	-	-	*	25%	-	46%	56%	46%	48%
	2018	47%	40%	**32%**	*	33%	-	-	-	-	*	8%	*	37%	11%	33%	41%
At Masters Grade Level	2019	25%	17%	**20%**	*	19%	*	-	-	-	*	13%	-	18%	33%	20%	23%
	2018	23%	16%	**12%**	*	12%	-	-	-	-	*	8%	*	13%	5%	12%	16%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**73%**	*	72%	-	-	-	-	*	58%	80%	72%	75%	72%	60%
	2018	73%	71%	**59%**	17%	62%	*	-	-	-	-	33%	-	61%	54%	58%	58%
At Meets Grade Level or Above	2019	44%	41%	**38%**	*	37%	-	-	-	-	*	42%	40%	38%	35%	37%	30%
	2018	46%	41%	**35%**	17%	36%	*	-	-	-	-	33%	-	36%	33%	33%	33%
At Masters Grade Level	2019	22%	17%	**21%**	*	19%	-	-	-	-	*	17%	40%	20%	25%	21%	18%
	2018	24%	19%	**20%**	17%	19%	*	-	-	-	-	33%	-	22%	13%	17%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**62%**	*	62%	-	-	-	-	*	50%	100%	63%	60%	62%	63%
	2018	78%	77%	**77%**	33%	80%	*	-	-	-	-	30%	-	78%	75%	76%	78%
At Meets Grade Level or Above	2019	48%	40%	**27%**	*	27%	-	-	-	-	*	33%	40%	29%	20%	26%	28%
	2018	49%	43%	**47%**	17%	48%	*	-	-	-	-	20%	-	46%	50%	45%	45%
At Masters Grade Level	2019	28%	18%	**9%**	*	9%	-	-	-	-	*	17%	0%	10%	5%	10%	12%
	2018	27%	20%	**21%**	17%	20%	*	-	-	-	-	20%	-	22%	17%	20%	17%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**58%**	*	57%	-	-	-	-	*	42%	40%	57%	60%	56%	54%
	2018	63%	62%	**63%**	50%	63%	*	-	-	-	-	20%	-	55%	87%	61%	67%
At Meets Grade Level or Above	2019	35%	30%	**26%**	*	26%	-	-	-	-	*	33%	40%	29%	15%	26%	28%
	2018	39%	36%	**35%**	33%	35%	*	-	-	-	-	20%	-	37%	30%	34%	34%
At Masters Grade Level	2019	11%	8%	**2%**	*	2%	-	-	-	-	*	17%	0%	2%	0%	1%	0%
	2018	11%	8%	**8%**	17%	7%	*	-	-	-	-	20%	-	9%	4%	7%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**71%**	100%	71%	*	-	-	-	100%	46%	73%	72%	67%	70%	68%
	2018	77%	74%	**70%**	42%	71%	*	-	-	-	*	31%	83%	70%	71%	69%	72%
At Meets Grade Level or Above	2019	50%	45%	**36%**	60%	35%	*	-	-	-	100%	35%	40%	37%	32%	35%	34%
	2018	48%	42%	**38%**	17%	38%	*	-	-	-	*	16%	50%	39%	32%	37%	40%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

Total Students: 544
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**15%**	40%	14%	*	-	-	-	60%	19%	13%	14%	18%	14%	14%
	2018	22%	16%	**15%**	13%	14%	*	-	-	-	*	16%	17%	16%	11%	14%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**78%**	*	77%	*	-	-	-	*	50%	80%	78%	76%	77%	68%
	2018	74%	69%	**69%**	33%	70%	*	-	-	-	*	35%	*	70%	65%	68%	68%
At Meets Grade Level or Above	2019	48%	42%	**42%**	*	40%	*	-	-	-	*	40%	40%	41%	45%	41%	34%
	2018	46%	39%	**38%**	11%	38%	*	-	-	-	*	18%	*	39%	33%	36%	39%
At Masters Grade Level	2019	21%	15%	**22%**	*	21%	*	-	-	-	*	25%	40%	20%	34%	22%	19%
	2018	19%	14%	**17%**	11%	16%	*	-	-	-	*	18%	*	18%	14%	16%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**72%**	*	71%	*	-	-	-	*	45%	100%	73%	62%	71%	74%
	2018	81%	80%	**75%**	44%	76%	*	-	-	-	*	32%	*	76%	67%	74%	79%
At Meets Grade Level or Above	2019	52%	47%	**36%**	*	35%	*	-	-	-	*	30%	40%	37%	31%	35%	37%
	2018	50%	43%	**39%**	11%	40%	*	-	-	-	*	14%	*	41%	33%	39%	43%
At Masters Grade Level	2019	26%	21%	**14%**	*	13%	*	-	-	-	*	15%	0%	14%	14%	14%	17%
	2018	24%	17%	**16%**	11%	16%	*	-	-	-	*	14%	*	17%	12%	15%	17%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**58%**	*	57%	-	-	-	-	*	42%	40%	57%	60%	56%	54%
	2018	66%	62%	**63%**	50%	63%	*	-	-	-	-	20%	-	55%	87%	61%	67%
At Meets Grade Level or Above	2019	38%	32%	**26%**	*	26%	-	-	-	-	*	33%	40%	29%	15%	26%	28%
	2018	41%	35%	**35%**	33%	35%	*	-	-	-	-	20%	-	37%	30%	34%	34%
At Masters Grade Level	2019	14%	10%	**2%**	*	2%	-	-	-	-	*	17%	0%	2%	0%	1%	0%
	2018	13%	8%	**8%**	17%	7%	*	-	-	-	-	20%	-	9%	4%	7%	5%

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

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

Total Students: 544
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**79**	*	79	-	-	-	-	*	100	*	79	80	80	76
	2018	63	61	**55**	20	59	*	-	-	-	-	*	-	56	54	52	50
Grade 4 Mathematics	2019	65	61	**50**	*	49	-	-	-	-	*	72	80	49	53	50	40
	2018	65	61	**58**	20	60	*	-	-	-	-	75	-	55	69	58	45
All Grades Both Subjects	2019	69	69	**62**	*	61	-	-	-	-	*	83	89	61	65	62	51
	2018	69	68	**57**	20	60	*	-	-	-	-	73	-	56	63	56	46
All Grades ELA/Reading	2019	68	68	**79**	*	79	-	-	-	-	*	100	*	79	80	80	76
	2018	69	68	**55**	20	59	*	-	-	-	-	*	-	56	54	52	50
All Grades Mathematics	2019	70	70	**50**	*	49	-	-	-	-	*	72	80	49	53	50	40
	2018	70	69	**58**	20	60	*	-	-	-	-	75	-	55	69	58	45

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**59%**	-	59%	-	-	-	-	-	57%	56%	33%
	2018	38%	36%	**29%**	*	38%	-	-	-	-	-	*	29%	*
Mathematics	2019	45%	48%	**40%**	-	40%	-	-	-	-	-	50%	37%	*
	2018	47%	48%	**41%**	*	43%	-	-	-	-	-	*	41%	*

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

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

Total Students: 544
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**71%**	64%	-	64%	-	-	-	-	-	100%	64%	64%
	2018	77%	74%	**70%**	74%	-	74%	-	-	-	-	-	37%	74%	71%
At Meets Grade Level or Above	2019	50%	45%	**36%**	27%	-	27%	-	-	-	-	-	88%	27%	29%
	2018	48%	42%	**38%**	39%	-	39%	-	-	-	-	-	11%	39%	38%
At Masters Grade Level	2019	24%	18%	**15%**	12%	-	12%	-	-	-	-	-	25%	12%	12%
	2018	22%	16%	**15%**	14%	-	14%	-	-	-	-	-	0%	14%	13%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**78%**	66%	-	66%	-	-	-	-	-	*	66%	66%
	2018	74%	69%	**69%**	70%	-	70%	-	-	-	-	-	29%	70%	67%
At Meets Grade Level or Above	2019	48%	42%	**42%**	27%	-	27%	-	-	-	-	-	*	27%	29%
	2018	46%	39%	**38%**	40%	-	40%	-	-	-	-	-	0%	40%	37%
At Masters Grade Level	2019	21%	15%	**22%**	15%	-	15%	-	-	-	-	-	*	15%	15%
	2018	19%	14%	**17%**	14%	-	14%	-	-	-	-	-	0%	14%	13%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**72%**	72%	-	72%	-	-	-	-	-	*	72%	72%
	2018	81%	80%	**75%**	80%	-	80%	-	-	-	-	-	50%	80%	78%
At Meets Grade Level or Above	2019	52%	47%	**36%**	34%	-	34%	-	-	-	-	-	*	34%	35%
	2018	50%	43%	**39%**	43%	-	43%	-	-	-	-	-	13%	43%	41%
At Masters Grade Level	2019	26%	21%	**14%**	16%	-	16%	-	-	-	-	-	*	16%	16%
	2018	24%	17%	**16%**	18%	-	18%	-	-	-	-	-	0%	18%	17%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**58%**	45%	-	45%	-	-	-	-	-	*	45%	47%
	2018	66%	62%	**63%**	67%	-	67%	-	-	-	-	-	*	67%	64%
At Meets Grade Level or Above	2019	38%	32%	**26%**	15%	-	15%	-	-	-	-	-	*	15%	18%
	2018	41%	35%	**35%**	31%	-	31%	-	-	-	-	-	*	31%	30%
At Masters Grade Level	2019	14%	10%	**2%**	0%	-	0%	-	-	-	-	-	*	0%	0%
	2018	13%	8%	**8%**	4%	-	4%	-	-	-	-	-	*	4%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**62%**	49%	-	49%	-	-	-	-	-	-	49%	49%
	2018	69%	68%	**57%**	42%	-	42%	-	-	-	-	-	71%	42%	46%
All Grades ELA/Reading	2019	68%	68%	**79%**	76%	-	76%	-	-	-	-	-	-	76%	76%
	2018	69%	68%	**55%**	*	-	*	-	-	-	-	-	*	*	58%
All Grades Mathematics	2019	70%	70%	**50%**	39%	-	39%	-	-	-	-	-	-	39%	39%
	2018	70%	69%	**58%**	41%	-	41%	-	-	-	-	-	*	41%	44%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**59%**	*	-	*	-	-	-	-	-	*	*	33%
	2018	38%	36%	**29%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**40%**	*	-	*	-	-	-	-	-	*	*	*
	2018	47%	48%	**41%**	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

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

Total Students: 544
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	*	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**91%**	100%	90%	*	-	-	-	100%	96%	92%	92%
Not Included in Accountability													
Mobile	4%	3%	**8%**	0%	8%	*	-	-	-	0%	4%	7%	4%
Other Exclusions	1%	2%	**2%**	0%	2%	*	-	-	-	0%	0%	1%	4%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**97%**	89%	98%	*	-	-	-	*	94%	98%	96%
Not Included in Accountability													
Mobile	4%	4%	**2%**	11%	2%	*	-	-	-	*	6%	2%	3%
Other Exclusions	1%	2%	**1%**	0%	1%	*	-	-	-	*	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%

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

Total Students: 544
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.6%**	95.4%	95.7%	92.8%	-	-	-	*	94.4%	95.5%	96.3%
2016-17	95.7%	94.6%	**95.8%**	95.4%	95.9%	93.5%	-	-	*	*	93.8%	95.9%	96.5%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

Total Students: 544
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

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

Total Students: 544
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
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Total Students: 544
Grade Span: PK - 04
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Total Students: 544
Grade Span: PK - 04
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	544	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	55	10.1%	4.3%	4.4%
Kindergarten	96	17.6%	6.4%	6.9%
Grade 1	90	16.5%	7.1%	7.1%
Grade 2	97	17.8%	7.0%	7.2%
Grade 3	93	17.1%	7.1%	7.3%
Grade 4	113	20.8%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	14	2.6%	7.2%	12.6%
Hispanic	512	94.1%	83.4%	52.6%
White	13	2.4%	5.6%	27.4%
American Indian	2	0.4%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	3	0.6%	0.6%	2.4%
Economically Disadvantaged	525	96.5%	86.3%	60.6%
Non-Educationally Disadvantaged	19	3.5%	13.7%	39.4%
Section 504 Students	21	3.9%	5.6%	6.5%
English Learners (EL)	232	42.6%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	17	3.1%	4.1%	3.6%
At-Risk	366	67.3%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	51			
By Type of Primary Disability				
Students with Intellectual Disabilities	22	43.1%	44.2%	42.4%
Students with Physical Disabilities	16	31.4%	16.3%	21.9%
Students with Autism	7	13.7%	21.4%	13.7%
Students with Behavioral Disabilities	6	11.8%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	88	17.8%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	11	2.2%		
Hispanic	71	14.3%		
White	5	1.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	15.6%	10.1%	3.1%	0.0%	12.3%	5.5%
Grade 2	9.1%	6.5%	1.8%	11.1%	4.1%	2.3%
Grade 3	1.0%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	17.5	18.9
Grade 1	17.4	17.7	18.8
Grade 2	19.1	17.0	18.7
Grade 3	14.5	16.9	18.9
Grade 4	18.5	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

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

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

Total Students: 544
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	62.9	100.0%	100.0%	100.0%
Professional Staff:	48.6	77.3%	59.1%	64.1%
Teachers	38.1	60.6%	46.1%	49.8%
Professional Support	8.5	13.5%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.2%	2.4%	3.0%
Educational Aides:	14.3	22.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	37.5	59.7%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	2.0	5.3%	10.1%	10.6%
Hispanic	18.0	47.2%	35.2%	27.7%
White	18.1	47.6%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	2.1	5.6%	24.4%	23.8%
Females	36.0	94.4%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	31.1	81.6%	76.3%	73.6%
Masters	7.0	18.4%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.0	13.1%	6.4%	7.0%
1-5 Years Experience	9.0	23.6%	35.0%	28.9%
6-10 Years Experience	6.0	15.7%	21.1%	19.0%
11-20 Years Experience	14.1	37.1%	26.5%	29.3%
Over 20 Years Experience	4.0	10.5%	10.9%	15.7%
Number of Students per Teacher	14.3	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

Total Students: 544
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	7.5	6.3
Average Years Experience of Principals with District	10.0	7.3	5.4
Average Years Experience of Assistant Principals	9.0	6.3	5.3
Average Years Experience of Assistant Principals with District	9.0	6.0	4.7
Average Years Experience of Teachers:	10.0	9.7	11.1
Average Years Experience of Teachers with District:	7.5	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,380	$51,929	$47,218
1-5 Years Experience	$53,992	$54,679	$50,408
6-10 Years Experience	$57,075	$56,719	$52,786
11-20 Years Experience	$59,522	$57,147	$56,041
Over 20 Years Experience	$65,859	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$57,694	$56,382	$54,122
Professional Support	$61,719	$70,595	$64,069
Campus Administration (School Leadership)	$97,291	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

Total Students: 544
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	216	39.7%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	15	2.8%	5.3%	8.1%
Special Education	51	9.4%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.7	4.5%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	32.7	85.9%	68.3%	71.4%
Special Education	3.6	9.6%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MEADOR ELEMENTARY**

Campus Number: **101917111**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**88%**	78%	92%	*	*	*	-	*	50%	*	90%	83%	88%	100%
	2018	77%	78%	**89%**	85%	89%	*	-	100%	-	*	67%	*	91%	83%	88%	89%
At Meets Grade Level or Above	2019	45%	42%	**49%**	28%	52%	*	*	*	-	*	0%	*	52%	42%	47%	71%
	2018	43%	40%	**60%**	38%	66%	*	-	60%	-	*	33%	*	66%	43%	55%	71%
At Masters Grade Level	2019	27%	23%	**30%**	11%	31%	*	*	*	-	*	0%	*	34%	21%	28%	33%
	2018	25%	19%	**40%**	23%	45%	*	-	40%	-	*	11%	*	43%	30%	34%	43%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**81%**	78%	82%	*	*	*	-	*	50%	*	84%	75%	81%	95%
	2018	78%	78%	**90%**	81%	96%	*	-	60%	-	*	67%	*	94%	78%	89%	93%
At Meets Grade Level or Above	2019	49%	41%	**47%**	22%	49%	*	*	*	-	*	25%	*	52%	33%	46%	57%
	2018	47%	40%	**55%**	42%	63%	*	-	60%	-	*	44%	*	59%	43%	55%	75%
At Masters Grade Level	2019	25%	17%	**22%**	11%	21%	*	*	*	-	*	13%	*	26%	13%	21%	33%
	2018	23%	16%	**32%**	23%	37%	*	-	20%	-	*	11%	*	32%	30%	28%	36%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**89%**	79%	90%	100%	-	*	-	*	36%	*	92%	81%	87%	93%
	2018	73%	71%	**88%**	71%	95%	*	-	*	-	*	63%	*	94%	79%	86%	95%
At Meets Grade Level or Above	2019	44%	41%	**60%**	29%	69%	100%	-	*	-	*	9%	*	67%	44%	58%	71%
	2018	46%	41%	**59%**	48%	60%	*	-	*	-	*	25%	*	60%	59%	57%	59%
At Masters Grade Level	2019	22%	17%	**30%**	13%	31%	80%	-	*	-	*	9%	*	37%	15%	27%	25%
	2018	24%	19%	**31%**	29%	28%	*	-	*	-	*	0%	*	33%	29%	34%	32%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**89%**	71%	94%	100%	-	*	-	*	64%	*	95%	74%	87%	100%
	2018	78%	77%	**88%**	75%	92%	*	-	*	-	*	50%	*	93%	81%	85%	95%
At Meets Grade Level or Above	2019	48%	40%	**70%**	46%	81%	80%	-	*	-	*	36%	*	78%	52%	68%	89%
	2018	49%	43%	**71%**	54%	76%	*	-	*	-	*	30%	*	76%	64%	66%	79%
At Masters Grade Level	2019	28%	18%	**34%**	8%	44%	40%	-	*	-	*	9%	*	40%	22%	31%	54%
	2018	27%	20%	**43%**	25%	47%	*	-	*	-	*	10%	*	44%	42%	40%	42%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**86%**	72%	92%	100%	-	*	-	*	27%	*	90%	79%	86%	93%
	2018	63%	62%	**90%**	83%	91%	*	-	*	-	*	40%	*	89%	90%	88%	91%
At Meets Grade Level or Above	2019	35%	30%	**53%**	24%	65%	100%	-	*	-	*	9%	*	59%	39%	49%	61%
	2018	39%	36%	**64%**	67%	64%	*	-	*	-	*	40%	*	59%	71%	60%	56%
At Masters Grade Level	2019	11%	8%	**14%**	4%	16%	40%	-	*	-	*	0%	*	19%	4%	12%	14%
	2018	11%	8%	**25%**	17%	25%	*	-	*	-	*	0%	*	24%	26%	27%	21%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**87%**	75%	90%	100%	*	100%	-	90%	45%	100%	90%	78%	86%	96%
	2018	77%	74%	**89%**	79%	92%	92%	-	91%	-	100%	59%	60%	92%	82%	87%	93%
At Meets Grade Level or Above	2019	50%	45%	**56%**	30%	62%	88%	*	72%	-	70%	16%	60%	61%	42%	54%	71%
	2018	48%	42%	**62%**	49%	66%	54%	-	77%	-	75%	34%	20%	64%	58%	59%	68%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

Total Students: 569
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**26%**	9%	29%	53%	*	50%	-	60%	6%	20%	31%	15%	24%	32%
	2018	22%	16%	**34%**	23%	36%	31%	-	59%	-	63%	7%	20%	36%	32%	33%	35%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**88%**	79%	91%	100%	*	100%	-	*	42%	*	91%	82%	88%	96%
	2018	74%	69%	**89%**	79%	92%	83%	-	100%	-	*	65%	*	92%	81%	87%	92%
At Meets Grade Level or Above	2019	48%	42%	**54%**	29%	60%	83%	*	86%	-	*	5%	*	59%	43%	53%	71%
	2018	46%	39%	**60%**	43%	63%	83%	-	78%	-	*	29%	*	63%	53%	56%	65%
At Masters Grade Level	2019	21%	15%	**30%**	12%	31%	67%	*	71%	-	*	5%	*	35%	18%	28%	29%
	2018	19%	14%	**36%**	26%	36%	50%	-	56%	-	*	6%	*	39%	30%	34%	37%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**85%**	74%	88%	100%	*	100%	-	*	58%	*	89%	75%	84%	98%
	2018	81%	80%	**89%**	78%	94%	100%	-	78%	-	*	58%	*	93%	80%	87%	94%
At Meets Grade Level or Above	2019	52%	47%	**58%**	36%	64%	83%	*	86%	-	*	32%	*	65%	43%	57%	76%
	2018	50%	43%	**63%**	48%	70%	33%	-	78%	-	*	37%	*	67%	56%	60%	77%
At Masters Grade Level	2019	26%	21%	**28%**	10%	32%	50%	*	57%	-	*	11%	*	33%	18%	26%	45%
	2018	24%	17%	**37%**	24%	42%	17%	-	56%	-	*	11%	*	37%	37%	34%	39%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**86%**	72%	92%	100%	-	*	-	*	27%	*	90%	79%	86%	93%
	2018	66%	62%	**90%**	83%	91%	*	-	*	-	*	40%	*	89%	90%	88%	91%
At Meets Grade Level or Above	2019	38%	32%	**53%**	24%	65%	100%	-	*	-	*	9%	*	59%	39%	49%	61%
	2018	41%	35%	**64%**	67%	64%	*	-	*	-	*	40%	*	59%	71%	60%	56%
At Masters Grade Level	2019	14%	10%	**14%**	4%	16%	40%	-	*	-	*	0%	*	19%	4%	12%	14%
	2018	13%	8%	**25%**	17%	25%	*	-	*	-	*	0%	*	24%	26%	27%	21%

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

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

Total Students: 569
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**64**	59	65	*	-	*	-	*	23	*	65	63	64	60
	2018	63	61	**68**	71	64	*	-	*	-	*	56	*	71	63	71	70
Grade 4 Mathematics	2019	65	61	**81**	65	86	*	-	*	-	*	64	*	82	79	80	88
	2018	65	61	**87**	81	89	*	-	*	-	*	90	*	85	89	86	85
All Grades Both Subjects	2019	69	69	**73**	62	76	92	-	81	-	*	43	*	73	71	72	75
	2018	69	68	**77**	77	77	*	-	100	-	*	75	*	78	77	79	78
All Grades ELA/Reading	2019	68	68	**64**	59	65	*	-	*	-	*	23	*	65	63	64	60
	2018	69	68	**68**	71	64	*	-	*	-	*	56	*	71	63	71	70
All Grades Mathematics	2019	70	70	**81**	65	86	*	-	*	-	*	64	*	82	79	80	88
	2018	70	69	**87**	81	89	*	-	*	-	*	90	*	85	89	86	85

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

Total Students: 569
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**46%**	50%	43%	-	-	-	-	-	*	46%	*
	2018	38%	36%	**53%**	*	63%	-	-	-	-	-	*	50%	71%
Mathematics	2019	45%	48%	**36%**	22%	*	-	-	*	-	-	20%	36%	*
	2018	47%	48%	**31%**	*	*	*	-	-	-	-	*	31%	*

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**87%**	97%	-	97%	-	-	-	-	-	93%	97%	96%
	2018	77%	74%	**89%**	92%	-	92%	-	-	-	-	-	91%	92%	92%
At Meets Grade Level or Above	2019	50%	45%	**56%**	74%	-	74%	-	-	-	-	-	57%	74%	70%
	2018	48%	42%	**62%**	64%	-	64%	-	-	-	-	-	67%	64%	65%
At Masters Grade Level	2019	24%	18%	**26%**	28%	-	28%	-	-	-	-	-	36%	28%	30%
	2018	22%	16%	**34%**	32%	-	32%	-	-	-	-	-	33%	32%	33%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**88%**	97%	-	97%	-	-	-	-	-	92%	97%	96%
	2018	74%	69%	**89%**	91%	-	91%	-	-	-	-	-	92%	91%	92%
At Meets Grade Level or Above	2019	48%	42%	**54%**	71%	-	71%	-	-	-	-	-	67%	71%	70%
	2018	46%	39%	**60%**	65%	-	65%	-	-	-	-	-	54%	65%	63%
At Masters Grade Level	2019	21%	15%	**30%**	23%	-	23%	-	-	-	-	-	42%	23%	28%
	2018	19%	14%	**36%**	39%	-	39%	-	-	-	-	-	31%	39%	37%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**85%**	97%	-	97%	-	-	-	-	-	100%	97%	98%
	2018	81%	80%	**89%**	96%	-	96%	-	-	-	-	-	85%	96%	93%
At Meets Grade Level or Above	2019	52%	47%	**58%**	80%	-	80%	-	-	-	-	-	58%	80%	74%
	2018	50%	43%	**63%**	74%	-	74%	-	-	-	-	-	77%	74%	75%
At Masters Grade Level	2019	26%	21%	**28%**	43%	-	43%	-	-	-	-	-	42%	43%	43%
	2018	24%	17%	**37%**	36%	-	36%	-	-	-	-	-	38%	36%	37%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**86%**	95%	-	95%	-	-	-	-	-	*	95%	92%
	2018	66%	62%	**90%**	86%	-	86%	-	-	-	-	-	100%	86%	89%
At Meets Grade Level or Above	2019	38%	32%	**53%**	68%	-	68%	-	-	-	-	-	*	68%	62%
	2018	41%	35%	**64%**	38%	-	38%	-	-	-	-	-	71%	38%	46%
At Masters Grade Level	2019	14%	10%	**14%**	14%	-	14%	-	-	-	-	-	*	14%	12%
	2018	13%	8%	**25%**	10%	-	10%	-	-	-	-	-	29%	10%	14%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**73%**	75%	-	75%	-	-	-	-	-	75%	75%	75%
	2018	69%	68%	**77%**	82%	-	82%	-	-	-	-	-	84%	82%	83%
All Grades ELA/Reading	2019	68%	68%	**64%**	61%	-	61%	-	-	-	-	-	*	61%	61%
	2018	69%	68%	**68%**	76%	-	76%	-	-	-	-	-	81%	76%	78%
All Grades Mathematics	2019	70%	70%	**81%**	88%	-	88%	-	-	-	-	-	*	88%	88%
	2018	70%	69%	**87%**	87%	-	87%	-	-	-	-	-	88%	87%	87%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**46%**	*	-	*	-	-	-	-	-	*	*	*
	2018	38%	36%	**53%**	*	-	*	-	-	-	-	-	*	*	71%
Mathematics	2019	45%	48%	**36%**	-	-	-	-	-	-	-	-	*	-	*
	2018	47%	48%	**31%**	*	-	*	-	-	-	-	-	-	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

Total Students: 569
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**91%**	84%	93%	100%	*	100%	-	100%	91%	92%	89%
Not Included in Accountability													
Mobile	4%	3%	**8%**	16%	6%	0%	*	0%	-	0%	9%	7%	10%
Other Exclusions	1%	2%	**0%**	0%	0%	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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**91%**	87%	91%	100%	-	100%	-	100%	91%	90%	90%
Not Included in Accountability													
Mobile	4%	4%	**9%**	13%	9%	0%	-	0%	-	0%	9%	10%	10%
Other Exclusions	1%	2%	**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: MEADOR ELEMENTARY
Campus Number: 101917111

Total Students: 569
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.2%**	95.9%	96.2%	95.4%	-	97.5%	*	*	96.1%	96.0%	97.5%
2016-17	95.7%	94.6%	**96.7%**	95.8%	96.9%	97.4%	*	98.7%	-	99.0%	96.2%	96.6%	97.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

Total Students: 569
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

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

Total Students: 569
Grade Span: EE - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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Total Students: 569
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Total Students: 569
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

Total Students: 569
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

Total Students: 569
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

Total Students: 569
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	569	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	13	2.3%	0.3%	0.3%
Pre-Kindergarten	57	10.0%	4.3%	4.4%
Kindergarten	86	15.1%	6.4%	6.9%
Grade 1	103	18.1%	7.1%	7.1%
Grade 2	106	18.6%	7.0%	7.2%
Grade 3	99	17.4%	7.1%	7.3%
Grade 4	105	18.5%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	148	26.0%	7.2%	12.6%
Hispanic	359	63.1%	83.4%	52.6%
White	30	5.3%	5.6%	27.4%
American Indian	1	0.2%	0.1%	0.4%
Asian	24	4.2%	3.0%	4.5%
Pacific Islander	1	0.2%	0.1%	0.2%
Two or More Races	6	1.1%	0.6%	2.4%
Economically Disadvantaged	494	86.8%	86.3%	60.6%
Non-Educationally Disadvantaged	75	13.2%	13.7%	39.4%
Section 504 Students	18	3.2%	5.6%	6.5%
English Learners (EL)	147	25.8%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	19	3.3%	4.1%	3.6%
At-Risk	252	44.3%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	55			
By Type of Primary Disability				
Students with Intellectual Disabilities	9	16.4%	44.2%	42.4%
Students with Physical Disabilities	19	34.5%	16.3%	21.9%
Students with Autism	17	30.9%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	125	24.7%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

Total Students: 569
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	54	10.7%		
Hispanic	57	11.3%		
White	8	1.6%		
American Indian	0	0.0%		
Asian	4	0.8%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.4%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	14.7%	10.1%	3.1%	28.6%	12.3%	5.5%
Grade 2	10.5%	6.5%	1.8%	33.3%	4.1%	2.3%
Grade 3	3.2%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	4.8%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.2	17.5	18.9
Grade 1	19.1	17.7	18.8
Grade 2	17.7	17.0	18.7
Grade 3	18.5	16.9	18.9
Grade 4	16.6	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

Total Students: 569
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	61.5	100.0%	100.0%	100.0%
Professional Staff:	46.2	75.1%	59.1%	64.1%
Teachers	38.0	61.9%	46.1%	49.8%
Professional Support	6.1	10.0%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.3%	2.4%	3.0%
Educational Aides:	15.3	24.9%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	34.4	55.9%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	5.0	13.1%	10.1%	10.6%
Hispanic	15.0	39.4%	35.2%	27.7%
White	18.0	47.4%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	10.6%	24.4%	23.8%
Females	34.0	89.4%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	34.0	89.5%	76.3%	73.6%
Masters	4.0	10.5%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	10.5%	6.4%	7.0%
1-5 Years Experience	7.0	18.4%	35.0%	28.9%
6-10 Years Experience	8.0	21.1%	21.1%	19.0%
11-20 Years Experience	17.0	44.7%	26.5%	29.3%
Over 20 Years Experience	2.0	5.3%	10.9%	15.7%
Number of Students per Teacher	15.0	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

Total Students: 569
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	7.5	6.3
Average Years Experience of Principals with District	7.0	7.3	5.4
Average Years Experience of Assistant Principals	13.0	6.3	5.3
Average Years Experience of Assistant Principals with District	4.0	6.0	4.7
Average Years Experience of Teachers:	10.6	9.7	11.1
Average Years Experience of Teachers with District:	7.9	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,332	$51,929	$47,218
1-5 Years Experience	$55,725	$54,679	$50,408
6-10 Years Experience	$55,341	$56,719	$52,786
11-20 Years Experience	$53,005	$57,147	$56,041
Over 20 Years Experience	$54,607	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,223	$56,382	$54,122
Professional Support	$62,756	$70,595	$64,069
Campus Administration (School Leadership)	$97,761	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

Total Students: 569
Grade Span: EE - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	120	21.1%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	6	1.1%	5.3%	8.1%
Special Education	55	9.7%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	37.0	97.3%	68.3%	71.4%
Special Education	1.0	2.7%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PARKS EL**

Campus Number: **101917112**

2019 Accountability Rating: **C**

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District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

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

Total Students: 455
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**67%**	50%	67%	*	-	-	-	-	10%	*	71%	55%	67%	86%
	2018	77%	78%	**80%**	60%	81%	*	-	-	-	-	29%	*	83%	67%	80%	81%
At Meets Grade Level or Above	2019	45%	42%	**37%**	0%	44%	*	-	-	-	-	0%	*	44%	20%	39%	68%
	2018	43%	40%	**45%**	40%	44%	*	-	-	-	-	14%	*	48%	33%	45%	54%
At Masters Grade Level	2019	27%	23%	**17%**	0%	20%	*	-	-	-	-	0%	*	22%	5%	18%	29%
	2018	25%	19%	**20%**	20%	18%	*	-	-	-	-	0%	*	22%	13%	20%	27%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**63%**	38%	69%	*	-	-	-	-	0%	*	67%	50%	63%	86%
	2018	78%	78%	**79%**	60%	79%	*	-	-	-	-	29%	*	82%	67%	79%	92%
At Meets Grade Level or Above	2019	49%	41%	**35%**	13%	39%	*	-	-	-	-	0%	*	36%	30%	36%	61%
	2018	47%	40%	**49%**	60%	48%	*	-	-	-	-	0%	*	51%	40%	49%	65%
At Masters Grade Level	2019	25%	17%	**16%**	0%	19%	*	-	-	-	-	0%	*	16%	15%	17%	32%
	2018	23%	16%	**23%**	0%	24%	*	-	-	-	-	0%	*	27%	7%	23%	31%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**79%**	80%	77%	100%	-	-	-	-	17%	*	80%	76%	80%	82%
	2018	73%	71%	**54%**	17%	55%	*	*	-	-	-	22%	*	56%	46%	53%	65%
At Meets Grade Level or Above	2019	44%	41%	**34%**	40%	35%	20%	-	-	-	-	17%	*	38%	24%	35%	43%
	2018	46%	41%	**29%**	17%	31%	*	*	-	-	-	11%	*	32%	15%	29%	27%
At Masters Grade Level	2019	22%	17%	**9%**	20%	9%	0%	-	-	-	-	0%	*	10%	6%	9%	14%
	2018	24%	19%	**14%**	0%	17%	*	*	-	-	-	0%	*	16%	8%	15%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**66%**	40%	67%	80%	-	-	-	-	17%	*	72%	47%	66%	86%
	2018	78%	77%	**57%**	17%	60%	60%	*	-	-	-	22%	*	59%	46%	56%	81%
At Meets Grade Level or Above	2019	48%	40%	**40%**	20%	42%	40%	-	-	-	-	0%	*	50%	12%	40%	64%
	2018	49%	43%	**34%**	17%	35%	40%	*	-	-	-	22%	*	36%	23%	33%	50%
At Masters Grade Level	2019	28%	18%	**18%**	0%	21%	0%	-	-	-	-	0%	*	20%	12%	18%	36%
	2018	27%	20%	**18%**	17%	18%	20%	*	-	-	-	11%	*	20%	8%	18%	23%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**75%**	80%	72%	100%	-	-	-	-	50%	*	76%	71%	77%	75%
	2018	63%	62%	**47%**	17%	48%	60%	*	-	-	-	10%	*	51%	31%	47%	65%
At Meets Grade Level or Above	2019	35%	30%	**24%**	20%	23%	40%	-	-	-	-	17%	*	28%	12%	25%	32%
	2018	39%	36%	**23%**	17%	24%	20%	*	-	-	-	10%	*	26%	8%	23%	27%
At Masters Grade Level	2019	11%	8%	**0%**	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
	2018	11%	8%	**5%**	0%	5%	20%	*	-	-	-	10%	*	6%	0%	5%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**70%**	55%	70%	81%	-	-	-	-	16%	44%	73%	59%	70%	83%
	2018	77%	74%	**63%**	32%	64%	72%	*	-	-	-	21%	100%	65%	52%	63%	77%
At Meets Grade Level or Above	2019	50%	45%	**34%**	16%	37%	24%	-	-	-	-	5%	44%	39%	20%	35%	54%
	2018	48%	42%	**35%**	29%	36%	39%	*	-	-	-	12%	80%	38%	25%	35%	45%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

Total Students: 455
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**12%**	3%	14%	0%	-	-	-	-	0%	33%	14%	8%	13%	22%
	2018	22%	16%	**16%**	7%	16%	28%	*	-	-	-	5%	40%	18%	7%	16%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**73%**	62%	72%	100%	-	-	-	-	13%	*	75%	65%	73%	84%
	2018	74%	69%	**66%**	36%	68%	83%	*	-	-	-	25%	*	68%	57%	66%	73%
At Meets Grade Level or Above	2019	48%	42%	**36%**	15%	40%	13%	-	-	-	-	6%	*	41%	22%	37%	55%
	2018	46%	39%	**37%**	27%	37%	50%	*	-	-	-	13%	*	39%	25%	37%	40%
At Masters Grade Level	2019	21%	15%	**13%**	8%	15%	0%	-	-	-	-	0%	*	16%	5%	14%	21%
	2018	19%	14%	**17%**	9%	17%	33%	*	-	-	-	0%	*	19%	11%	18%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**64%**	38%	68%	50%	-	-	-	-	6%	*	70%	49%	64%	86%
	2018	81%	80%	**67%**	36%	70%	71%	*	-	-	-	25%	*	70%	57%	67%	87%
At Meets Grade Level or Above	2019	52%	47%	**37%**	15%	40%	25%	-	-	-	-	0%	*	43%	22%	38%	63%
	2018	50%	43%	**41%**	36%	41%	43%	*	-	-	-	13%	*	43%	32%	41%	58%
At Masters Grade Level	2019	26%	21%	**17%**	0%	20%	0%	-	-	-	-	0%	*	18%	14%	18%	34%
	2018	24%	17%	**20%**	9%	21%	29%	*	-	-	-	6%	*	24%	7%	20%	27%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**75%**	80%	72%	100%	-	-	-	-	50%	*	76%	71%	77%	75%
	2018	66%	62%	**47%**	17%	48%	60%	*	-	-	-	10%	*	51%	31%	47%	65%
At Meets Grade Level or Above	2019	38%	32%	**24%**	20%	23%	40%	-	-	-	-	17%	*	28%	12%	25%	32%
	2018	41%	35%	**23%**	17%	24%	20%	*	-	-	-	10%	*	26%	8%	23%	27%
At Masters Grade Level	2019	14%	10%	**0%**	0%	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
	2018	13%	8%	**5%**	0%	5%	20%	*	-	-	-	10%	*	6%	0%	5%	4%

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

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

Total Students: 455
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**52**	*	53	30	-	-	-	-	50	*	52	53	52	57
	2018	63	61	**47**	33	51	*	*	-	-	-	56	-	47	50	47	75
Grade 4 Mathematics	2019	65	61	**49**	*	51	50	-	-	-	-	58	*	54	34	48	59
	2018	65	61	**30**	33	30	20	*	-	-	-	56	*	28	38	27	31
All Grades Both Subjects	2019	69	69	**50**	50	52	40	-	-	-	-	54	*	53	44	50	59
	2018	69	68	**37**	33	39	13	*	-	-	-	56	*	36	44	36	39
All Grades ELA/Reading	2019	68	68	**52**	*	53	30	-	-	-	-	50	*	52	53	52	57
	2018	69	68	**47**	33	51	*	*	-	-	-	56	-	47	50	47	75
All Grades Mathematics	2019	70	70	**49**	*	51	50	-	-	-	-	58	*	54	34	48	59
	2018	70	69	**30**	33	30	20	*	-	-	-	56	*	28	38	27	31

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**18%**	*	20%	-	-	-	-	-	*	20%	*
	2018	38%	36%	*	*	*	-	*	-	-	-	*	*	*
Mathematics	2019	45%	48%	**7%**	*	8%	-	-	-	-	-	*	8%	*
	2018	47%	48%	*	*	*	*	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

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

Total Students: 455
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**70%**	84%	-	84%	-	-	-	-	-	50%	84%	82%
	2018	77%	74%	**63%**	80%	-	80%	-	-	-	-	-	33%	80%	76%
At Meets Grade Level or Above	2019	50%	45%	**34%**	56%	-	56%	-	-	-	-	-	13%	56%	54%
	2018	48%	42%	**35%**	46%	-	46%	-	-	-	-	-	22%	46%	44%
At Masters Grade Level	2019	24%	18%	**12%**	23%	-	23%	-	-	-	-	-	0%	23%	22%
	2018	22%	16%	**16%**	20%	-	20%	-	-	-	-	-	11%	20%	20%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**73%**	86%	-	86%	-	-	-	-	-	*	86%	83%
	2018	74%	69%	**66%**	77%	-	77%	-	-	-	-	-	*	77%	73%
At Meets Grade Level or Above	2019	48%	42%	**36%**	60%	-	60%	-	-	-	-	-	*	60%	56%
	2018	46%	39%	**37%**	43%	-	43%	-	-	-	-	-	*	43%	41%
At Masters Grade Level	2019	21%	15%	**13%**	22%	-	22%	-	-	-	-	-	*	22%	20%
	2018	19%	14%	**17%**	19%	-	19%	-	-	-	-	-	*	19%	20%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**64%**	88%	-	88%	-	-	-	-	-	*	88%	85%
	2018	81%	80%	**67%**	89%	-	89%	-	-	-	-	-	*	89%	86%
At Meets Grade Level or Above	2019	52%	47%	**37%**	66%	-	66%	-	-	-	-	-	*	66%	63%
	2018	50%	43%	**41%**	60%	-	60%	-	-	-	-	-	*	60%	57%
At Masters Grade Level	2019	26%	21%	**17%**	36%	-	36%	-	-	-	-	-	*	36%	33%
	2018	24%	17%	**20%**	30%	-	30%	-	-	-	-	-	*	30%	27%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**75%**	73%	-	73%	-	-	-	-	-	-	73%	73%
	2018	66%	62%	**47%**	67%	-	67%	-	-	-	-	-	*	67%	64%
At Meets Grade Level or Above	2019	38%	32%	**24%**	31%	-	31%	-	-	-	-	-	-	31%	31%
	2018	41%	35%	**23%**	25%	-	25%	-	-	-	-	-	*	25%	24%
At Masters Grade Level	2019	14%	10%	**-**	-	-	-	-	-	-	-	-	-	-	-
	2018	13%	8%	**5%**	4%	-	4%	-	-	-	-	-	*	4%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**50%**	55%	-	55%	-	-	-	-	-	-	55%	55%
	2018	69%	68%	**37%**	38%	-	38%	-	-	-	-	-	*	38%	40%
All Grades ELA/Reading	2019	68%	68%	**52%**	50%	-	50%	-	-	-	-	-	-	50%	50%
	2018	69%	68%	**47%**	*	-	*	-	-	-	-	-	*	*	90%
All Grades Mathematics	2019	70%	70%	**49%**	56%	-	56%	-	-	-	-	-	-	56%	56%
	2018	70%	69%	**30%**	29%	-	29%	-	-	-	-	-	*	29%	30%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**18%**	*	-	*	-	-	-	-	-	-	*	*
	2018	38%	36%	*****	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**7%**	*	-	*	-	-	-	-	-	-	*	*
	2018	47%	48%	*****	*	-	*	-	-	-	-	-	-	*	*

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

Total Students: 455
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**94%**	79%	96%	91%	-	-	-	-	100%	94%	99%
Not Included in Accountability													
Mobile	4%	3%	**6%**	21%	4%	9%	-	-	-	-	0%	6%	0%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	99%	97%	*	-	-	-	96%	99%	100%
Included in Accountability	94%	94%	**86%**	85%	88%	58%	*	-	-	-	91%	86%	88%
Not Included in Accountability													
Mobile	4%	4%	**11%**	15%	9%	39%	*	-	-	-	0%	11%	6%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	*	-	-	-	4%	2%	6%
Not Tested	1%	1%	**1%**	0%	1%	3%	*	-	-	-	4%	1%	0%
Absent	1%	1%	**1%**	0%	1%	3%	*	-	-	-	4%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	-	0%	0%	0%

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

Total Students: 455
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.0%**	93.2%	95.3%	92.9%	*	-	-	*	93.4%	94.9%	96.5%
2016-17	95.7%	94.6%	**96.3%**	95.3%	96.5%	95.9%	*	-	-	*	94.8%	96.3%	97.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

Total Students: 455
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

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

Total Students: 455
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

Total Students: 455
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

Total Students: 455
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

Total Students: 455
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

Total Students: 455
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	455	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	64	14.1%	4.3%	4.4%
Kindergarten	72	15.8%	6.4%	6.9%
Grade 1	93	20.4%	7.1%	7.1%
Grade 2	72	15.8%	7.0%	7.2%
Grade 3	78	17.1%	7.1%	7.3%
Grade 4	76	16.7%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	43	9.5%	7.2%	12.6%
Hispanic	374	82.2%	83.4%	52.6%
White	34	7.5%	5.6%	27.4%
American Indian	1	0.2%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	3	0.7%	0.6%	2.4%
Economically Disadvantaged	438	96.3%	86.3%	60.6%
Non-Educationally Disadvantaged	17	3.7%	13.7%	39.4%
Section 504 Students	19	4.2%	5.6%	6.5%
English Learners (EL)	149	32.7%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	9	2.0%	4.1%	3.6%
At-Risk	313	68.8%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	50			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	44.2%	42.4%
Students with Physical Disabilities	25	50.0%	16.3%	21.9%
Students with Autism	11	22.0%	21.4%	13.7%
Students with Behavioral Disabilities	7	14.0%	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	85	22.0%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	16	4.1%		
Hispanic	55	14.2%		
White	12	3.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.5%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	15.1%	10.1%	3.1%	0.0%	12.3%	5.5%
Grade 2	0.0%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	2.7%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.7	17.5	18.9
Grade 1	16.3	17.7	18.8
Grade 2	13.0	17.0	18.7
Grade 3	13.4	16.9	18.9
Grade 4	13.3	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

Total Students: 455
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	60.9	100.0%	100.0%	100.0%
Professional Staff:	46.7	76.8%	59.1%	64.1%
Teachers	36.1	59.3%	46.1%	49.8%
Professional Support	8.7	14.2%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.3%	2.4%	3.0%
Educational Aides:	14.1	23.2%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	45.1	74.1%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	6.0	16.6%	10.1%	10.6%
Hispanic	15.0	41.4%	35.2%	27.7%
White	11.1	30.8%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	5.5%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	5.5%	1.1%	1.1%
Males	7.1	19.8%	24.4%	23.8%
Females	29.0	80.2%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	26.1	72.3%	76.3%	73.6%
Masters	10.0	27.7%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.8%	6.4%	7.0%
1-5 Years Experience	11.0	30.5%	35.0%	28.9%
6-10 Years Experience	7.0	19.4%	21.1%	19.0%
11-20 Years Experience	13.1	36.3%	26.5%	29.3%
Over 20 Years Experience	4.0	11.1%	10.9%	15.7%
Number of Students per Teacher	12.6	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

Total Students: 455
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.5	6.3
Average Years Experience of Principals with District	12.0	7.3	5.4
Average Years Experience of Assistant Principals	13.0	6.3	5.3
Average Years Experience of Assistant Principals with District	13.0	6.0	4.7
Average Years Experience of Teachers:	10.7	9.7	11.1
Average Years Experience of Teachers with District:	6.3	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,140	$51,929	$47,218
1-5 Years Experience	$53,568	$54,679	$50,408
6-10 Years Experience	$57,638	$56,719	$52,786
11-20 Years Experience	$58,337	$57,147	$56,041
Over 20 Years Experience	$53,002	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,013	$56,382	$54,122
Professional Support	$63,187	$70,595	$64,069
Campus Administration (School Leadership)	$100,541	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

Total Students: 455
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	140	30.8%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	31	6.8%	5.3%	8.1%
Special Education	50	11.0%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	35.0	96.9%	68.3%	71.4%
Special Education	1.1	3.1%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **POMEROY EL**

Campus Number: **101917113**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**76%**	*	77%	*	-	-	-	-	43%	50%	79%	59%	74%	79%
	2018	77%	78%	**66%**	*	67%	*	-	-	-	-	29%	*	68%	53%	66%	63%
At Meets Grade Level or Above	2019	45%	42%	**42%**	*	42%	*	-	-	-	-	14%	33%	43%	33%	39%	42%
	2018	43%	40%	**26%**	*	27%	*	-	-	-	-	7%	*	28%	12%	25%	25%
At Masters Grade Level	2019	27%	23%	**25%**	*	25%	*	-	-	-	-	5%	17%	26%	19%	22%	24%
	2018	25%	19%	**12%**	*	13%	*	-	-	-	-	7%	*	14%	0%	13%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**78%**	*	80%	*	-	-	-	-	48%	83%	79%	74%	77%	80%
	2018	78%	78%	**71%**	*	70%	*	-	-	-	-	36%	*	73%	53%	69%	67%
At Meets Grade Level or Above	2019	49%	41%	**45%**	*	45%	*	-	-	-	-	19%	33%	48%	30%	43%	47%
	2018	47%	40%	**33%**	*	32%	*	-	-	-	-	21%	*	35%	18%	33%	32%
At Masters Grade Level	2019	25%	17%	**22%**	*	22%	*	-	-	-	-	10%	0%	25%	7%	20%	23%
	2018	23%	16%	**6%**	*	6%	*	-	-	-	-	7%	*	7%	0%	6%	6%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**85%**	*	85%	*	-	-	-	-	50%	*	86%	80%	84%	85%
	2018	73%	71%	**61%**	*	61%	*	-	*	-	-	33%	*	63%	54%	61%	59%
At Meets Grade Level or Above	2019	44%	41%	**46%**	*	46%	*	-	-	-	-	25%	*	48%	36%	45%	43%
	2018	46%	41%	**31%**	*	31%	*	-	*	-	-	25%	*	33%	25%	30%	30%
At Masters Grade Level	2019	22%	17%	**18%**	*	16%	*	-	-	-	-	5%	*	20%	8%	17%	17%
	2018	24%	19%	**14%**	*	13%	*	-	*	-	-	8%	*	13%	17%	14%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**89%**	*	89%	*	-	-	-	-	50%	*	91%	76%	89%	89%
	2018	78%	77%	**78%**	*	77%	*	-	*	-	-	54%	*	80%	67%	77%	75%
At Meets Grade Level or Above	2019	48%	40%	**54%**	*	54%	*	-	-	-	-	25%	*	55%	48%	53%	60%
	2018	49%	43%	**28%**	*	28%	*	-	*	-	-	23%	*	29%	25%	27%	26%
At Masters Grade Level	2019	28%	18%	**26%**	*	25%	*	-	-	-	-	5%	*	28%	16%	25%	27%
	2018	27%	20%	**13%**	*	12%	*	-	*	-	-	8%	*	14%	8%	11%	10%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**71%**	*	70%	*	-	-	-	-	35%	*	72%	68%	70%	70%
	2018	63%	62%	**56%**	*	56%	*	-	*	-	-	17%	*	58%	46%	55%	59%
At Meets Grade Level or Above	2019	35%	30%	**24%**	*	22%	*	-	-	-	-	5%	*	27%	12%	24%	25%
	2018	39%	36%	**25%**	*	25%	*	-	*	-	-	17%	*	26%	21%	24%	26%
At Masters Grade Level	2019	11%	8%	**11%**	*	12%	*	-	-	-	-	0%	*	13%	4%	12%	14%
	2018	11%	8%	**7%**	*	7%	*	-	*	-	-	8%	*	7%	8%	7%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**80%**	50%	80%	100%	-	-	-	-	45%	60%	81%	71%	79%	81%
	2018	77%	74%	**66%**	67%	66%	79%	-	67%	-	-	34%	56%	69%	55%	66%	64%
At Meets Grade Level or Above	2019	50%	45%	**42%**	22%	42%	91%	-	-	-	-	18%	33%	44%	32%	41%	44%
	2018	48%	42%	**29%**	8%	29%	36%	-	50%	-	-	18%	22%	30%	21%	28%	28%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

Total Students: 878
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**20%**	6%	20%	55%	-	-	-	-	5%	7%	22%	11%	19%	21%
	2018	22%	16%	**11%**	8%	10%	14%	-	50%	-	-	8%	11%	11%	8%	10%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**80%**	43%	81%	*	-	-	-	-	46%	43%	82%	69%	79%	82%
	2018	74%	69%	**64%**	60%	64%	67%	-	*	-	-	31%	*	66%	54%	63%	61%
At Meets Grade Level or Above	2019	48%	42%	**44%**	14%	44%	*	-	-	-	-	20%	29%	46%	35%	42%	42%
	2018	46%	39%	**29%**	20%	29%	17%	-	*	-	-	15%	*	30%	20%	28%	28%
At Masters Grade Level	2019	21%	15%	**22%**	14%	21%	*	-	-	-	-	5%	14%	23%	13%	20%	21%
	2018	19%	14%	**13%**	20%	13%	0%	-	*	-	-	8%	*	14%	10%	13%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**83%**	43%	84%	*	-	-	-	-	49%	86%	85%	75%	82%	84%
	2018	81%	80%	**74%**	80%	73%	100%	-	*	-	-	44%	*	76%	61%	73%	71%
At Meets Grade Level or Above	2019	52%	47%	**49%**	14%	49%	*	-	-	-	-	22%	43%	51%	38%	48%	53%
	2018	50%	43%	**31%**	0%	30%	67%	-	*	-	-	22%	*	32%	22%	30%	29%
At Masters Grade Level	2019	26%	21%	**24%**	0%	23%	*	-	-	-	-	7%	0%	26%	12%	22%	25%
	2018	24%	17%	**10%**	0%	9%	33%	-	*	-	-	7%	*	10%	5%	9%	8%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**71%**	*	70%	*	-	-	-	-	35%	*	72%	68%	70%	70%
	2018	66%	62%	**56%**	*	56%	*	-	*	-	-	17%	*	58%	46%	55%	59%
At Meets Grade Level or Above	2019	38%	32%	**24%**	*	22%	*	-	-	-	-	5%	*	27%	12%	24%	25%
	2018	41%	35%	**25%**	*	25%	*	-	*	-	-	17%	*	26%	21%	24%	26%
At Masters Grade Level	2019	14%	10%	**11%**	*	12%	*	-	-	-	-	0%	*	13%	4%	12%	14%
	2018	13%	8%	**7%**	*	7%	*	-	*	-	-	8%	*	7%	8%	7%	7%

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

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

Total Students: 878
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**79**	*	78	*	-	-	-	-	92	-	76	92	79	76
	2018	63	61	**62**	*	60	*	-	*	-	-	67	*	60	71	63	60
Grade 4 Mathematics	2019	65	61	**81**	*	81	*	-	-	-	-	68	*	80	85	81	81
	2018	65	61	**67**	*	65	*	-	*	-	-	83	*	65	75	65	62
All Grades Both Subjects	2019	69	69	**80**	75	80	92	-	-	-	-	77	*	78	88	80	79
	2018	69	68	**65**	*	63	*	-	*	-	-	76	*	63	73	64	61
All Grades ELA/Reading	2019	68	68	**79**	*	78	*	-	-	-	-	92	-	76	92	79	76
	2018	69	68	**62**	*	60	*	-	*	-	-	67	*	60	71	63	60
All Grades Mathematics	2019	70	70	**81**	*	81	*	-	-	-	-	68	*	80	85	81	81
	2018	70	69	**67**	*	65	*	-	*	-	-	83	*	65	75	65	62

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**50%**	*	50%	-	-	-	-	-	14%	47%	33%
	2018	38%	36%	**30%**	*	29%	*	-	*	-	-	*	31%	26%
Mathematics	2019	45%	48%	**42%**	*	44%	-	-	-	-	-	13%	44%	14%
	2018	47%	48%	**59%**	*	57%	-	-	*	-	-	56%	58%	61%

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**80%**	79%	-	76%	92%	-	-	-	-	76%	79%	79%
	2018	77%	74%	**66%**	61%	-	55%	88%	-	67%	-	67%	65%	61%	61%
At Meets Grade Level or Above	2019	50%	45%	**42%**	43%	-	35%	68%	-	-	-	-	32%	43%	42%
	2018	48%	42%	**29%**	25%	-	19%	48%	-	33%	-	33%	6%	25%	24%
At Masters Grade Level	2019	24%	18%	**20%**	21%	-	14%	46%	-	-	-	-	9%	21%	20%
	2018	22%	16%	**11%**	8%	-	5%	20%	-	33%	-	33%	0%	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**80%**	81%	-	78%	93%	-	-	-	-	71%	81%	81%
	2018	74%	69%	**64%**	56%	-	49%	85%	-	*	-	*	75%	56%	57%
At Meets Grade Level or Above	2019	48%	42%	**44%**	42%	-	35%	67%	-	-	-	-	21%	42%	41%
	2018	46%	39%	**29%**	25%	-	18%	52%	-	*	-	*	0%	25%	24%
At Masters Grade Level	2019	21%	15%	**22%**	21%	-	13%	50%	-	-	-	-	7%	21%	20%
	2018	19%	14%	**13%**	11%	-	6%	33%	-	*	-	*	0%	12%	11%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**83%**	84%	-	81%	93%	-	-	-	-	79%	84%	83%
	2018	81%	80%	**74%**	68%	-	62%	97%	-	*	-	*	63%	69%	68%
At Meets Grade Level or Above	2019	52%	47%	**49%**	52%	-	45%	74%	-	-	-	-	57%	52%	52%
	2018	50%	43%	**31%**	26%	-	22%	42%	-	*	-	*	13%	26%	25%
At Masters Grade Level	2019	26%	21%	**24%**	26%	-	20%	45%	-	-	-	-	14%	26%	25%
	2018	24%	17%	**10%**	6%	-	6%	6%	-	*	-	*	0%	6%	6%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**71%**	64%	-	59%	86%	-	-	-	-	83%	64%	65%
	2018	66%	62%	**56%**	55%	-	51%	71%	-	*	-	*	*	55%	54%
At Meets Grade Level or Above	2019	38%	32%	**24%**	21%	-	13%	57%	-	-	-	-	0%	21%	20%
	2018	41%	35%	**25%**	22%	-	16%	50%	-	*	-	*	*	23%	22%
At Masters Grade Level	2019	14%	10%	**11%**	9%	-	3%	36%	-	-	-	-	0%	9%	9%
	2018	13%	8%	**7%**	5%	-	1%	21%	-	*	-	*	*	6%	6%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**80%**	82%	-	85%	74%	-	-	-	-	88%	82%	83%
	2018	69%	68%	**65%**	56%	-	64%	26%	-	*	-	*	*	57%	58%
All Grades ELA/Reading	2019	68%	68%	**79%**	83%	-	93%	73%	-	-	-	-	83%	83%	83%
	2018	69%	68%	**62%**	54%	-	61%	32%	-	*	-	*	*	56%	57%
All Grades Mathematics	2019	70%	70%	**81%**	82%	-	83%	75%	-	-	-	-	92%	82%	83%
	2018	70%	69%	**67%**	58%	-	65%	21%	-	*	-	*	*	57%	58%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**50%**	33%	-	20%	*	-	-	-	-	-	33%	33%
	2018	38%	36%	**30%**	29%	-	32%	*	-	*	-	*	*	27%	26%
Mathematics	2019	45%	48%	**42%**	0%	-	0%	-	-	-	-	-	*	0%	14%
	2018	47%	48%	**59%**	56%	-	53%	*	-	*	-	*	*	59%	61%

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

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

Total Students: 878
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**94%**	100%	94%	79%	-	-	-	-	100%	93%	93%
Not Included in Accountability													
Mobile	4%	3%	**5%**	0%	5%	21%	-	-	-	-	0%	5%	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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%
Included in Accountability	94%	94%	**94%**	80%	94%	100%	-	100%	-	-	93%	94%	94%
Not Included in Accountability													
Mobile	4%	4%	**5%**	20%	5%	0%	-	0%	-	-	7%	6%	5%
Other Exclusions	1%	2%	**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%

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

Total Students: 878
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.6%**	94.6%	96.7%	97.9%	-	*	-	*	96.5%	96.6%	97.2%
2016-17	95.7%	94.6%	**96.5%**	94.1%	96.6%	95.0%	-	*	-	*	95.9%	96.4%	97.1%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

Total Students: 878
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

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

Total Students: 878
Grade Span: EE - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

Total Students: 878
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	878	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	17	1.9%	0.3%	0.3%
Pre-Kindergarten	99	11.3%	4.3%	4.4%
Kindergarten	155	17.7%	6.4%	6.9%
Grade 1	141	16.1%	7.1%	7.1%
Grade 2	142	16.2%	7.0%	7.2%
Grade 3	175	19.9%	7.1%	7.3%
Grade 4	149	17.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	16	1.8%	7.2%	12.6%
Hispanic	850	96.8%	83.4%	52.6%
White	12	1.4%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.4%
Economically Disadvantaged	790	90.0%	86.3%	60.6%
Non-Educationally Disadvantaged	88	10.0%	13.7%	39.4%
Section 504 Students	37	4.2%	5.6%	6.5%
English Learners (EL)	576	65.6%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	28	3.2%	4.1%	3.6%
At-Risk	705	80.3%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	86			
By Type of Primary Disability				
Students with Intellectual Disabilities	15	17.4%	44.2%	42.4%
Students with Physical Disabilities	34	39.5%	16.3%	21.9%
Students with Autism	22	25.6%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	125	17.7%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	7	1.0%		
Hispanic	116	16.4%		
White	1	0.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	2.9%	10.1%	3.1%	0.0%	12.3%	5.5%
Grade 2	2.7%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	5.1%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.3	17.5	18.9
Grade 1	18.1	17.7	18.8
Grade 2	15.0	17.0	18.7
Grade 3	18.4	16.9	18.9
Grade 4	17.1	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

Total Students: 878
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	84.2	100.0%	100.0%	100.0%
Professional Staff:	67.6	80.3%	59.1%	64.1%
Teachers	56.2	66.8%	46.1%	49.8%
Professional Support	8.4	9.9%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	3.6%	2.4%	3.0%
Educational Aides:	16.6	19.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	70.1	83.3%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	10.1%	10.6%
Hispanic	43.2	76.8%	35.2%	27.7%
White	12.0	21.4%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.8%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	6.0	10.7%	24.4%	23.8%
Females	50.2	89.3%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	44.1	78.4%	76.3%	73.6%
Masters	12.1	21.6%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.4%	7.0%
1-5 Years Experience	13.0	23.1%	35.0%	28.9%
6-10 Years Experience	23.0	41.0%	21.1%	19.0%
11-20 Years Experience	15.1	26.9%	26.5%	29.3%
Over 20 Years Experience	5.1	9.0%	10.9%	15.7%
Number of Students per Teacher	15.6	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

Total Students: 878
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	7.5	6.3
Average Years Experience of Principals with District	7.0	7.3	5.4
Average Years Experience of Assistant Principals	8.5	6.3	5.3
Average Years Experience of Assistant Principals with District	8.5	6.0	4.7
Average Years Experience of Teachers:	10.6	9.7	11.1
Average Years Experience of Teachers with District:	8.0	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$51,929	$47,218
1-5 Years Experience	$54,806	$54,679	$50,408
6-10 Years Experience	$56,331	$56,719	$52,786
11-20 Years Experience	$55,717	$57,147	$56,041
Over 20 Years Experience	$64,349	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,536	$56,382	$54,122
Professional Support	$59,139	$70,595	$64,069
Campus Administration (School Leadership)	$93,572	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	588	67.0%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	32	3.6%	5.3%	8.1%
Special Education	86	9.8%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	27.8	49.5%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	26.4	47.0%	68.3%	71.4%
Special Education	2.0	3.6%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **RED BLUFF EL**

Campus Number: **101917114**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Postsecondary Readiness

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**94%**	-	94%	*	-	-	-	-	83%	*	95%	86%	94%	97%
	2018	77%	78%	**77%**	-	76%	100%	-	-	-	-	53%	-	75%	87%	78%	73%
At Meets Grade Level or Above	2019	45%	42%	**59%**	-	60%	*	-	-	-	-	33%	*	61%	43%	61%	70%
	2018	43%	40%	**33%**	-	31%	50%	-	-	-	-	29%	-	27%	60%	33%	32%
At Masters Grade Level	2019	27%	23%	**30%**	-	29%	*	-	-	-	-	33%	*	32%	14%	31%	35%
	2018	25%	19%	**17%**	-	17%	17%	-	-	-	-	18%	-	14%	33%	16%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**96%**	-	95%	*	-	-	-	-	100%	*	97%	86%	97%	97%
	2018	78%	78%	**80%**	-	80%	83%	-	-	-	-	59%	-	81%	80%	83%	77%
At Meets Grade Level or Above	2019	49%	41%	**57%**	-	54%	*	-	-	-	-	50%	*	60%	29%	56%	65%
	2018	47%	40%	**38%**	-	37%	50%	-	-	-	-	29%	-	35%	53%	40%	32%
At Masters Grade Level	2019	25%	17%	**36%**	-	34%	*	-	-	-	-	17%	*	37%	29%	36%	43%
	2018	23%	16%	**13%**	-	13%	17%	-	-	-	-	6%	-	14%	7%	13%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**80%**	-	79%	88%	-	-	-	-	55%	*	76%	100%	80%	69%
	2018	73%	71%	**76%**	*	75%	*	-	-	-	-	67%	*	77%	74%	75%	75%
At Meets Grade Level or Above	2019	44%	41%	**54%**	-	55%	50%	-	-	-	-	27%	*	48%	86%	54%	38%
	2018	46%	41%	**42%**	*	42%	*	-	-	-	-	40%	*	42%	43%	41%	37%
At Masters Grade Level	2019	22%	17%	**22%**	-	22%	25%	-	-	-	-	27%	*	18%	43%	22%	17%
	2018	24%	19%	**16%**	*	17%	*	-	-	-	-	13%	*	15%	22%	16%	20%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**82%**	-	83%	75%	-	-	-	-	55%	*	82%	86%	83%	81%
	2018	78%	77%	**88%**	*	87%	*	-	-	-	-	73%	*	86%	91%	86%	88%
At Meets Grade Level or Above	2019	48%	40%	**46%**	-	48%	25%	-	-	-	-	18%	*	46%	43%	46%	55%
	2018	49%	43%	**38%**	*	38%	*	-	-	-	-	47%	*	37%	43%	38%	32%
At Masters Grade Level	2019	28%	18%	**19%**	-	19%	13%	-	-	-	-	18%	*	15%	36%	18%	14%
	2018	27%	20%	**16%**	*	17%	*	-	-	-	-	7%	*	12%	30%	16%	15%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**73%**	-	74%	63%	-	-	-	-	27%	*	74%	71%	73%	74%
	2018	63%	62%	**79%**	*	78%	*	-	-	-	-	47%	*	77%	87%	77%	87%
At Meets Grade Level or Above	2019	35%	30%	**34%**	-	33%	38%	-	-	-	-	27%	*	29%	57%	33%	31%
	2018	39%	36%	**55%**	*	54%	*	-	-	-	-	33%	*	53%	61%	53%	63%
At Masters Grade Level	2019	11%	8%	**5%**	-	5%	0%	-	-	-	-	0%	*	3%	14%	5%	2%
	2018	11%	8%	**8%**	*	7%	*	-	-	-	-	7%	*	7%	9%	6%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**84%**	-	85%	81%	-	-	-	-	58%	93%	84%	86%	85%	83%
	2018	77%	74%	**80%**	*	79%	93%	-	-	-	-	59%	*	79%	84%	80%	81%
At Meets Grade Level or Above	2019	50%	45%	**49%**	-	49%	47%	-	-	-	-	29%	57%	48%	55%	49%	51%
	2018	48%	42%	**42%**	*	41%	60%	-	-	-	-	35%	*	39%	52%	41%	40%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

Total Students: 502
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**22%**	-	21%	25%	-	-	-	-	18%	14%	20%	29%	21%	22%
	2018	22%	16%	**14%**	*	14%	20%	-	-	-	-	10%	*	13%	20%	13%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**86%**	-	86%	92%	-	-	-	-	65%	80%	85%	95%	86%	82%
	2018	74%	69%	**77%**	*	76%	100%	-	-	-	-	59%	*	76%	79%	76%	74%
At Meets Grade Level or Above	2019	48%	42%	**56%**	-	57%	50%	-	-	-	-	29%	60%	54%	71%	57%	53%
	2018	46%	39%	**38%**	*	37%	57%	-	-	-	-	34%	*	35%	50%	37%	35%
At Masters Grade Level	2019	21%	15%	**26%**	-	25%	33%	-	-	-	-	29%	0%	25%	33%	26%	25%
	2018	19%	14%	**17%**	*	17%	14%	-	-	-	-	16%	*	15%	26%	16%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**88%**	-	89%	83%	-	-	-	-	71%	100%	89%	86%	89%	89%
	2018	81%	80%	**84%**	*	84%	86%	-	-	-	-	66%	*	84%	87%	85%	84%
At Meets Grade Level or Above	2019	52%	47%	**51%**	-	51%	50%	-	-	-	-	29%	80%	53%	38%	51%	59%
	2018	50%	43%	**38%**	*	38%	57%	-	-	-	-	38%	*	36%	47%	38%	32%
At Masters Grade Level	2019	26%	21%	**27%**	-	26%	33%	-	-	-	-	18%	40%	26%	33%	26%	28%
	2018	24%	17%	**15%**	*	15%	14%	-	-	-	-	6%	*	13%	21%	14%	12%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**73%**	-	74%	63%	-	-	-	-	27%	*	74%	71%	73%	74%
	2018	66%	62%	**79%**	*	78%	*	-	-	-	-	47%	*	77%	87%	77%	87%
At Meets Grade Level or Above	2019	38%	32%	**34%**	-	33%	38%	-	-	-	-	27%	*	29%	57%	33%	31%
	2018	41%	35%	**55%**	*	54%	*	-	-	-	-	33%	*	53%	61%	53%	63%
At Masters Grade Level	2019	14%	10%	**5%**	-	5%	0%	-	-	-	-	0%	*	3%	14%	5%	2%
	2018	13%	8%	**8%**	*	7%	*	-	-	-	-	7%	*	7%	9%	6%	10%

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

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

Total Students: 502
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**84**	-	85	69	-	-	-	-	72	*	82	88	83	83
	2018	63	61	**66**	*	67	*	-	-	-	-	68	*	61	79	66	66
Grade 4 Mathematics	2019	65	61	**58**	-	61	31	-	-	-	-	45	*	56	68	57	61
	2018	65	61	**62**	*	62	*	-	-	-	-	70	*	59	71	60	48
All Grades Both Subjects	2019	69	69	**69**	-	72	50	-	-	-	-	58	83	68	78	69	70
	2018	69	68	**63**	*	64	*	-	-	-	-	69	*	60	75	63	54
All Grades ELA/Reading	2019	68	68	**84**	-	85	69	-	-	-	-	72	*	82	88	83	83
	2018	69	68	**66**	*	67	*	-	-	-	-	68	*	61	79	66	66
All Grades Mathematics	2019	70	70	**58**	-	61	31	-	-	-	-	45	*	56	68	57	61
	2018	70	69	**62**	*	62	*	-	-	-	-	70	*	59	71	60	48

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

Total Students: 502
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**50%**	-	50%	*	-	-	-	-	*	54%	20%
	2018	38%	36%	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**38%**	-	40%	*	-	-	-	-	*	36%	*
	2018	47%	48%	**60%**	-	60%	-	-	-	-	-	*	57%	*

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

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

Total Students: 502
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**84%**	85%	-	85%	-	-	-	-	-	68%	85%	83%
	2018	77%	74%	**80%**	80%	-	80%	-	-	-	-	-	59%	80%	79%
At Meets Grade Level or Above	2019	50%	45%	**49%**	52%	-	52%	-	-	-	-	-	40%	52%	51%
	2018	48%	42%	**42%**	36%	-	36%	-	-	-	-	-	18%	36%	34%
At Masters Grade Level	2019	24%	18%	**22%**	22%	-	22%	-	-	-	-	-	4%	22%	20%
	2018	22%	16%	**14%**	8%	-	8%	-	-	-	-	-	12%	8%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**86%**	82%	-	82%	-	-	-	-	-	80%	82%	82%
	2018	74%	69%	**77%**	73%	-	73%	-	-	-	-	-	57%	73%	72%
At Meets Grade Level or Above	2019	48%	42%	**56%**	54%	-	54%	-	-	-	-	-	40%	54%	52%
	2018	46%	39%	**38%**	30%	-	30%	-	-	-	-	-	29%	30%	30%
At Masters Grade Level	2019	21%	15%	**26%**	25%	-	25%	-	-	-	-	-	10%	25%	23%
	2018	19%	14%	**17%**	13%	-	13%	-	-	-	-	-	14%	13%	14%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**88%**	91%	-	91%	-	-	-	-	-	70%	91%	88%
	2018	81%	80%	**84%**	83%	-	83%	-	-	-	-	-	71%	83%	82%
At Meets Grade Level or Above	2019	52%	47%	**51%**	63%	-	63%	-	-	-	-	-	40%	63%	60%
	2018	50%	43%	**38%**	27%	-	27%	-	-	-	-	-	14%	27%	26%
At Masters Grade Level	2019	26%	21%	**27%**	31%	-	31%	-	-	-	-	-	0%	31%	27%
	2018	24%	17%	**15%**	6%	-	6%	-	-	-	-	-	14%	6%	6%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**73%**	80%	-	80%	-	-	-	-	-	40%	80%	75%
	2018	66%	62%	**79%**	88%	-	88%	-	-	-	-	-	*	88%	85%
At Meets Grade Level or Above	2019	38%	32%	**34%**	29%	-	29%	-	-	-	-	-	40%	29%	30%
	2018	41%	35%	**55%**	61%	-	61%	-	-	-	-	-	*	61%	58%
At Masters Grade Level	2019	14%	10%	**5%**	0%	-	0%	-	-	-	-	-	0%	0%	0%
	2018	13%	8%	**8%**	4%	-	4%	-	-	-	-	-	*	4%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**69%**	72%	-	72%	-	-	-	-	-	44%	72%	69%
	2018	69%	68%	**63%**	46%	-	46%	-	-	-	-	-	50%	46%	47%
All Grades ELA/Reading	2019	68%	68%	**84%**	83%	-	83%	-	-	-	-	-	*	83%	82%
	2018	69%	68%	**66%**	64%	-	64%	-	-	-	-	-	*	64%	60%
All Grades Mathematics	2019	70%	70%	**58%**	66%	-	66%	-	-	-	-	-	*	66%	60%
	2018	70%	69%	**62%**	39%	-	39%	-	-	-	-	-	*	39%	40%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**50%**	*	-	*	-	-	-	-	-	*	*	20%
	2018	38%	36%	*	*	-	*	-	-	-	-	-	-	*	*
Mathematics	2019	45%	48%	**38%**	*	-	*	-	-	-	-	-	*	*	*
	2018	47%	48%	**60%**	*	-	*	-	-	-	-	-	-	*	*

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

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

Total Students: 502
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	-	99%	100%	-	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**92%**	-	93%	91%	-	-	-	*	78%	94%	95%
Not Included in Accountability													
Mobile	4%	3%	**5%**	-	4%	9%	-	-	-	*	14%	3%	2%
Other Exclusions	1%	2%	**2%**	-	3%	0%	-	-	-	*	9%	2%	2%
Not Tested	1%	1%	**0%**	-	1%	0%	-	-	-	*	0%	0%	0%
Absent	1%	1%	**0%**	-	1%	0%	-	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**96%**	*	95%	100%	-	-	-	-	96%	95%	98%
Not Included in Accountability													
Mobile	4%	4%	**4%**	*	5%	0%	-	-	-	-	4%	5%	2%
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%

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

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

Total Students: 502
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.3%**	*	96.3%	94.8%	-	-	-	-	95.8%	96.4%	96.9%
2016-17	95.7%	94.6%	**96.4%**	95.0%	96.5%	95.6%	-	-	-	-	95.1%	96.3%	97.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

Total Students: 502
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

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

Total Students: 502
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

Total Students: 502
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

Total Students: 502
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

Total Students: 502
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	502	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	67	13.3%	4.3%	4.4%
Kindergarten	73	14.5%	6.4%	6.9%
Grade 1	101	20.1%	7.1%	7.1%
Grade 2	96	19.1%	7.0%	7.2%
Grade 3	71	14.1%	7.1%	7.3%
Grade 4	94	18.7%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	5	1.0%	7.2%	12.6%
Hispanic	470	93.6%	83.4%	52.6%
White	25	5.0%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	2	0.4%	0.6%	2.4%
Economically Disadvantaged	477	95.0%	86.3%	60.6%
Non-Educationally Disadvantaged	25	5.0%	13.7%	39.4%
Section 504 Students	17	3.4%	5.6%	6.5%
English Learners (EL)	215	42.8%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	17	3.4%	4.1%	3.6%
At-Risk	343	68.3%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	52			
By Type of Primary Disability				
Students with Intellectual Disabilities	10	19.2%	44.2%	42.4%
Students with Physical Disabilities	22	42.3%	16.3%	21.9%
Students with Autism	13	25.0%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	62	14.0%	15.6%	15.4%

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

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

Total Students: 502
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	0	0.0%		
Hispanic	52	11.8%		
White	10	2.3%		
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	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	20.2%	10.1%	3.1%	16.7%	12.3%	5.5%
Grade 2	12.0%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	5.2%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	1.1%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	14.2	17.5	18.9
Grade 1	20.2	17.7	18.8
Grade 2	18.6	17.0	18.7
Grade 3	15.3	16.9	18.9
Grade 4	16.6	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

Total Students: 502
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	60.4	100.0%	100.0%	100.0%
Professional Staff:	44.3	73.4%	59.1%	64.1%
Teachers	36.2	59.9%	46.1%	49.8%
Professional Support	6.2	10.2%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.3%	2.4%	3.0%
Educational Aides:	16.1	26.6%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	39.1	64.7%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	6.0	16.6%	10.1%	10.6%
Hispanic	13.0	35.9%	35.2%	27.7%
White	15.2	42.0%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.8%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.8%	1.1%	1.1%
Males	5.2	14.3%	24.4%	23.8%
Females	31.0	85.7%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	32.2	88.9%	76.3%	73.6%
Masters	3.0	8.4%	21.8%	24.3%
Doctorate	1.0	2.8%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	11.1%	6.4%	7.0%
1-5 Years Experience	11.0	30.4%	35.0%	28.9%
6-10 Years Experience	4.0	11.1%	21.1%	19.0%
11-20 Years Experience	14.2	39.2%	26.5%	29.3%
Over 20 Years Experience	3.0	8.3%	10.9%	15.7%
Number of Students per Teacher	13.9	n/a	13.9	15.1

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

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

Total Students: 502
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	7.5	6.3
Average Years Experience of Principals with District	9.0	7.3	5.4
Average Years Experience of Assistant Principals	4.0	6.3	5.3
Average Years Experience of Assistant Principals with District	4.0	6.0	4.7
Average Years Experience of Teachers:	10.2	9.7	11.1
Average Years Experience of Teachers with District:	9.5	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,140	$51,929	$47,218
1-5 Years Experience	$54,403	$54,679	$50,408
6-10 Years Experience	$57,052	$56,719	$52,786
11-20 Years Experience	$54,473	$57,147	$56,041
Over 20 Years Experience	$66,892	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,619	$56,382	$54,122
Professional Support	$61,486	$70,595	$64,069
Campus Administration (School Leadership)	$95,381	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

Total Students: 502
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	192	38.2%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	13	2.6%	5.3%	8.1%
Special Education	52	10.4%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	34.0	94.0%	68.3%	71.4%
Special Education	2.2	6.0%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **RICHEY EL**

Campus Number: **101917115**

2019 Accountability Rating: **D**

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**73%**	60%	74%	60%	-	-	-	-	27%	*	75%	44%	73%	75%
	2018	77%	78%	**80%**	*	79%	80%	-	*	-	*	44%	*	81%	70%	79%	77%
At Meets Grade Level or Above	2019	45%	42%	**35%**	0%	38%	0%	-	-	-	-	18%	*	35%	33%	33%	43%
	2018	43%	40%	**37%**	*	38%	20%	-	*	-	*	33%	*	36%	50%	35%	40%
At Masters Grade Level	2019	27%	23%	**17%**	0%	19%	0%	-	-	-	-	0%	*	18%	11%	17%	23%
	2018	25%	19%	**16%**	*	16%	0%	-	*	-	*	6%	*	16%	10%	15%	18%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**64%**	40%	66%	40%	-	-	-	-	36%	*	66%	33%	63%	67%
	2018	78%	78%	**69%**	*	69%	80%	-	*	-	*	56%	*	70%	60%	71%	68%
At Meets Grade Level or Above	2019	49%	41%	**22%**	0%	22%	40%	-	-	-	-	18%	*	22%	22%	20%	27%
	2018	47%	40%	**25%**	*	25%	0%	-	*	-	*	22%	*	24%	30%	25%	23%
At Masters Grade Level	2019	25%	17%	**11%**	0%	11%	20%	-	-	-	-	9%	*	11%	11%	9%	14%
	2018	23%	16%	**10%**	*	10%	0%	-	*	-	*	0%	*	11%	0%	10%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**64%**	*	67%	*	-	*	-	*	33%	*	66%	56%	63%	69%
	2018	73%	71%	**62%**	67%	63%	*	-	-	-	-	*	*	66%	50%	62%	61%
At Meets Grade Level or Above	2019	44%	41%	**30%**	*	32%	*	-	*	-	*	28%	*	32%	17%	29%	29%
	2018	46%	41%	**24%**	33%	24%	*	-	-	-	-	*	*	22%	29%	23%	21%
At Masters Grade Level	2019	22%	17%	**12%**	*	13%	*	-	*	-	*	0%	*	14%	6%	13%	13%
	2018	24%	19%	**9%**	17%	9%	*	-	-	-	-	*	*	7%	18%	9%	10%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**70%**	*	70%	*	-	*	-	*	50%	*	71%	67%	70%	73%
	2018	78%	77%	**71%**	67%	71%	*	-	-	-	-	*	*	73%	64%	70%	72%
At Meets Grade Level or Above	2019	48%	40%	**26%**	*	27%	*	-	*	-	*	28%	*	29%	11%	26%	26%
	2018	49%	43%	**34%**	17%	35%	*	-	-	-	-	*	*	36%	29%	32%	36%
At Masters Grade Level	2019	28%	18%	**7%**	*	8%	*	-	*	-	*	6%	*	9%	0%	7%	8%
	2018	27%	20%	**14%**	0%	15%	*	-	-	-	-	*	*	14%	14%	14%	15%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**65%**	*	64%	*	-	*	-	*	39%	*	66%	56%	63%	65%
	2018	63%	62%	**60%**	67%	60%	*	-	-	-	-	*	*	64%	46%	60%	60%
At Meets Grade Level or Above	2019	35%	30%	**26%**	*	28%	*	-	*	-	*	22%	*	28%	17%	25%	28%
	2018	39%	36%	**32%**	50%	32%	*	-	-	-	-	*	*	32%	32%	32%	33%
At Masters Grade Level	2019	11%	8%	**7%**	*	7%	*	-	*	-	*	0%	*	7%	6%	7%	10%
	2018	11%	8%	**3%**	0%	4%	*	-	-	-	-	*	*	3%	4%	2%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**67%**	47%	68%	56%	-	*	-	*	38%	90%	69%	54%	66%	70%
	2018	77%	74%	**69%**	68%	69%	69%	-	*	-	*	45%	86%	71%	56%	68%	68%
At Meets Grade Level or Above	2019	50%	45%	**28%**	5%	29%	13%	-	*	-	*	24%	50%	29%	18%	27%	31%
	2018	48%	42%	**30%**	36%	31%	6%	-	*	-	*	23%	71%	30%	32%	29%	31%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

Total Students: 667
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**11%**	0%	12%	6%	-	*	-	*	3%	20%	12%	6%	11%	14%
	2018	22%	16%	**11%**	14%	11%	0%	-	*	-	*	2%	29%	11%	11%	10%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**69%**	50%	71%	43%	-	*	-	*	31%	*	71%	52%	68%	72%
	2018	74%	69%	**71%**	75%	71%	57%	-	*	-	*	40%	*	75%	55%	70%	69%
At Meets Grade Level or Above	2019	48%	42%	**32%**	0%	35%	0%	-	*	-	*	24%	*	33%	22%	31%	36%
	2018	46%	39%	**31%**	38%	31%	14%	-	*	-	*	30%	*	30%	34%	29%	31%
At Masters Grade Level	2019	21%	15%	**15%**	0%	16%	0%	-	*	-	*	0%	*	16%	7%	15%	18%
	2018	19%	14%	**13%**	25%	13%	0%	-	*	-	*	5%	*	12%	16%	12%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**67%**	38%	68%	57%	-	*	-	*	45%	*	68%	56%	66%	70%
	2018	81%	80%	**70%**	63%	70%	86%	-	*	-	*	52%	*	72%	63%	71%	69%
At Meets Grade Level or Above	2019	52%	47%	**24%**	13%	25%	29%	-	*	-	*	24%	*	25%	15%	23%	27%
	2018	50%	43%	**29%**	25%	30%	0%	-	*	-	*	19%	*	29%	29%	29%	29%
At Masters Grade Level	2019	26%	21%	**9%**	0%	10%	14%	-	*	-	*	7%	*	10%	4%	8%	11%
	2018	24%	17%	**12%**	13%	13%	0%	-	*	-	*	0%	*	12%	11%	12%	12%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**65%**	*	64%	*	-	*	-	*	39%	*	66%	56%	63%	65%
	2018	66%	62%	**60%**	67%	60%	*	-	-	-	-	*	*	64%	46%	60%	60%
At Meets Grade Level or Above	2019	38%	32%	**26%**	*	28%	*	-	*	-	*	22%	*	28%	17%	25%	28%
	2018	41%	35%	**32%**	50%	32%	*	-	-	-	-	*	*	32%	32%	32%	33%
At Masters Grade Level	2019	14%	10%	**7%**	*	7%	*	-	*	-	*	0%	*	7%	6%	7%	10%
	2018	13%	8%	**3%**	0%	4%	*	-	-	-	-	*	*	3%	4%	2%	4%

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

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

Total Students: 667
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**44**	*	47	*	-	*	-	*	32	-	45	41	43	48
	2018	63	61	**50**	58	50	*	-	-	-	-	-	*	43	61	51	50
Grade 4 Mathematics	2019	65	61	**53**	*	54	*	-	*	-	*	59	*	56	38	54	56
	2018	65	61	**65**	50	66	*	-	-	-	-	*	*	67	58	64	66
All Grades Both Subjects	2019	69	69	**49**	17	51	*	-	*	-	*	47	*	52	40	50	53
	2018	69	68	**60**	54	61	*	-	-	-	-	*	*	60	59	60	64
All Grades ELA/Reading	2019	68	68	**44**	*	47	*	-	*	-	*	32	-	45	41	43	48
	2018	69	68	**50**	58	50	*	-	-	-	-	-	*	43	61	51	50
All Grades Mathematics	2019	70	70	**53**	*	54	*	-	*	-	*	59	*	56	38	54	56
	2018	70	69	**65**	50	66	*	-	-	-	-	*	*	67	58	64	66

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**40%**	-	40%	-	-	-	-	-	33%	40%	44%
	2018	38%	36%	*	*	*	-	-	-	-	-	-	*	*
Mathematics	2019	45%	48%	**20%**	*	21%	-	-	-	-	-	17%	21%	0%
	2018	47%	48%	**32%**	*	29%	-	-	-	-	-	-	32%	*

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

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

Total Students: 667
Grade Span: EE - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**67%**	69%	-	69%	-	-	-	-	-	60%	69%	69%
	2018	77%	74%	**69%**	68%	-	68%	-	-	*	-	*	58%	68%	68%
At Meets Grade Level or Above	2019	50%	45%	**28%**	30%	-	30%	-	-	-	-	-	13%	30%	29%
	2018	48%	42%	**30%**	30%	-	30%	-	-	*	-	*	32%	30%	30%
At Masters Grade Level	2019	24%	18%	**11%**	14%	-	14%	-	-	-	-	-	0%	14%	14%
	2018	22%	16%	**11%**	12%	-	12%	-	-	*	-	*	5%	12%	12%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**69%**	71%	-	71%	-	-	-	-	-	67%	71%	71%
	2018	74%	69%	**71%**	70%	-	70%	-	-	*	-	*	63%	70%	70%
At Meets Grade Level or Above	2019	48%	42%	**32%**	35%	-	35%	-	-	-	-	-	33%	35%	35%
	2018	46%	39%	**31%**	30%	-	30%	-	-	*	-	*	38%	30%	30%
At Masters Grade Level	2019	21%	15%	**15%**	19%	-	19%	-	-	-	-	-	0%	19%	18%
	2018	19%	14%	**13%**	16%	-	16%	-	-	*	-	*	0%	16%	15%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**67%**	69%	-	69%	-	-	-	-	-	67%	69%	69%
	2018	81%	80%	**70%**	70%	-	70%	-	-	*	-	*	63%	70%	70%
At Meets Grade Level or Above	2019	52%	47%	**24%**	26%	-	26%	-	-	-	-	-	0%	26%	25%
	2018	50%	43%	**29%**	28%	-	28%	-	-	*	-	*	38%	28%	28%
At Masters Grade Level	2019	26%	21%	**9%**	12%	-	12%	-	-	-	-	-	0%	12%	11%
	2018	24%	17%	**12%**	12%	-	12%	-	-	*	-	*	13%	12%	12%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**65%**	67%	-	67%	-	-	-	-	-	*	67%	65%
	2018	66%	62%	**60%**	60%	-	60%	-	-	*	-	*	*	61%	60%
At Meets Grade Level or Above	2019	38%	32%	**26%**	28%	-	28%	-	-	-	-	-	*	28%	26%
	2018	41%	35%	**32%**	35%	-	35%	-	-	*	-	*	*	34%	33%
At Masters Grade Level	2019	14%	10%	**7%**	10%	-	10%	-	-	-	-	-	*	10%	10%
	2018	13%	8%	**3%**	5%	-	5%	-	-	*	-	*	*	5%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**49%**	53%	-	53%	-	-	-	-	-	*	53%	53%
	2018	69%	68%	**60%**	67%	-	67%	-	-	*	-	*	50%	65%	64%
All Grades ELA/Reading	2019	68%	68%	**44%**	43%	-	43%	-	-	-	-	-	*	43%	44%
	2018	69%	68%	**50%**	50%	-	50%	-	-	*	-	*	*	43%	50%
All Grades Mathematics	2019	70%	70%	**53%**	56%	-	56%	-	-	-	-	-	*	56%	56%
	2018	70%	69%	**65%**	68%	-	68%	-	-	*	-	*	*	67%	66%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**40%**	43%	-	43%	-	-	-	-	-	*	43%	44%
	2018	38%	36%	*	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**20%**	*	-	*	-	-	-	-	-	*	*	0%
	2018	47%	48%	**32%**	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

Total Students: 667
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%
Included in Accountability	94%	94%	**94%**	100%	94%	100%	-	*	-	*	96%	95%	94%
Not Included in Accountability													
Mobile	4%	3%	**5%**	0%	5%	0%	-	*	-	*	4%	3%	3%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%
Included in Accountability	94%	94%	**94%**	92%	94%	89%	-	*	-	*	94%	94%	95%
Not Included in Accountability													
Mobile	4%	4%	**5%**	8%	5%	11%	-	*	-	*	6%	5%	4%
Other Exclusions	1%	2%	**0%**	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%

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

Total Students: 667
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.3%**	94.1%	96.4%	96.0%	*	*	-	-	95.2%	96.3%	97.3%
2016-17	95.7%	94.6%	**96.4%**	93.7%	96.5%	94.8%	-	-	-	*	95.6%	96.4%	97.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Campus Number: 101917115

Total Students: 667
Grade Span: EE - 04
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

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

Total Students: 667
Grade Span: EE - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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Total Students: 667
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: RICHEY EL
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Total Students: 667
Grade Span: EE - 04
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
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Total Students: 667
Grade Span: EE - 04
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	667	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	5	0.7%	0.3%	0.3%
Pre-Kindergarten	72	10.8%	4.3%	4.4%
Kindergarten	109	16.3%	6.4%	6.9%
Grade 1	108	16.2%	7.1%	7.1%
Grade 2	107	16.0%	7.0%	7.2%
Grade 3	139	20.8%	7.1%	7.3%
Grade 4	127	19.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	18	2.7%	7.2%	12.6%
Hispanic	631	94.6%	83.4%	52.6%
White	16	2.4%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	2	0.3%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.4%
Economically Disadvantaged	633	94.9%	86.3%	60.6%
Non-Educationally Disadvantaged	34	5.1%	13.7%	39.4%
Section 504 Students	23	3.4%	5.6%	6.5%
English Learners (EL)	409	61.3%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	20	3.0%	4.1%	3.6%
At-Risk	509	76.3%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	54			
By Type of Primary Disability				
Students with Intellectual Disabilities	18	33.3%	44.2%	42.4%
Students with Physical Disabilities	18	33.3%	16.3%	21.9%
Students with Autism	10	18.5%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	107	18.1%	15.6%	15.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Student Information

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

Total Students: 667
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	23	3.9%		
Hispanic	75	12.7%		
White	8	1.4%		
American Indian	1	0.2%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	9.2%	10.1%	3.1%	33.3%	12.3%	5.5%
Grade 2	7.3%	6.5%	1.8%	16.7%	4.1%	2.3%
Grade 3	6.4%	2.7%	1.1%	4.5%	0.8%	0.9%
Grade 4	3.4%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.5	17.5	18.9
Grade 1	13.9	17.7	18.8
Grade 2	14.4	17.0	18.7
Grade 3	17.4	16.9	18.9
Grade 4	16.2	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

Total Students: 667
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	72.2	100.0%	100.0%	100.0%
Professional Staff:	55.7	77.1%	59.1%	64.1%
Teachers	46.0	63.7%	46.1%	49.8%
Professional Support	7.7	10.7%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.8%	2.4%	3.0%
Educational Aides:	16.5	22.9%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	56.1	77.7%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	10.1%	10.6%
Hispanic	32.0	69.6%	35.2%	27.7%
White	11.0	23.9%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.3%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.2%	1.1%	1.1%
Males	5.0	10.9%	24.4%	23.8%
Females	41.0	89.1%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	43.0	93.5%	76.3%	73.6%
Masters	3.0	6.5%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	8.7%	6.4%	7.0%
1-5 Years Experience	21.0	45.7%	35.0%	28.9%
6-10 Years Experience	7.0	15.2%	21.1%	19.0%
11-20 Years Experience	9.0	19.6%	26.5%	29.3%
Over 20 Years Experience	5.0	10.9%	10.9%	15.7%
Number of Students per Teacher	14.5	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

Total Students: 667
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.5	6.3
Average Years Experience of Principals with District	8.0	7.3	5.4
Average Years Experience of Assistant Principals	4.0	6.3	5.3
Average Years Experience of Assistant Principals with District	4.0	6.0	4.7
Average Years Experience of Teachers:	8.8	9.7	11.1
Average Years Experience of Teachers with District:	8.2	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,667	$51,929	$47,218
1-5 Years Experience	$54,528	$54,679	$50,408
6-10 Years Experience	$54,218	$56,719	$52,786
11-20 Years Experience	$55,689	$57,147	$56,041
Over 20 Years Experience	$57,944	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,917	$56,382	$54,122
Professional Support	$62,536	$70,595	$64,069
Campus Administration (School Leadership)	$94,001	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	390	58.5%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	24	3.6%	5.3%	8.1%
Special Education	54	8.1%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	20.3	44.1%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	21.7	47.2%	68.3%	71.4%
Special Education	4.0	8.7%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **L F SMITH ELEMENTARY**

Campus Number: **101917116**

2019 Accountability Rating: **C**

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District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**71%**	-	72%	*	-	-	-	-	22%	*	73%	60%	71%	74%
	2018	77%	78%	**77%**	*	77%	*	-	-	-	-	17%	*	77%	86%	76%	73%
At Meets Grade Level or Above	2019	45%	42%	**32%**	-	33%	*	-	-	-	-	0%	*	32%	33%	31%	32%
	2018	43%	40%	**36%**	*	35%	*	-	-	-	-	0%	*	35%	43%	35%	33%
At Masters Grade Level	2019	27%	23%	**17%**	-	17%	*	-	-	-	-	0%	*	19%	7%	15%	20%
	2018	25%	19%	**17%**	*	16%	*	-	-	-	-	0%	*	18%	14%	17%	16%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**75%**	-	75%	*	-	-	-	-	22%	*	74%	80%	76%	81%
	2018	78%	78%	**89%**	*	88%	*	-	-	-	-	33%	*	89%	86%	89%	86%
At Meets Grade Level or Above	2019	49%	41%	**41%**	-	42%	*	-	-	-	-	0%	*	43%	27%	43%	50%
	2018	47%	40%	**50%**	*	49%	*	-	-	-	-	17%	*	51%	43%	51%	51%
At Masters Grade Level	2019	25%	17%	**15%**	-	15%	*	-	-	-	-	0%	*	18%	0%	15%	23%
	2018	23%	16%	**17%**	*	17%	*	-	-	-	-	0%	*	17%	14%	16%	16%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**74%**	-	74%	*	-	-	-	-	20%	83%	77%	53%	74%	71%
	2018	73%	71%	**73%**	*	73%	-	-	-	-	-	29%	60%	74%	69%	73%	67%
At Meets Grade Level or Above	2019	44%	41%	**37%**	-	37%	*	-	-	-	-	0%	33%	39%	24%	38%	39%
	2018	46%	41%	**41%**	*	40%	-	-	-	-	-	0%	20%	40%	46%	38%	33%
At Masters Grade Level	2019	22%	17%	**12%**	-	11%	*	-	-	-	-	0%	17%	13%	6%	12%	13%
	2018	24%	19%	**19%**	*	19%	-	-	-	-	-	0%	0%	21%	8%	18%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**76%**	-	76%	*	-	-	-	-	20%	50%	80%	53%	76%	77%
	2018	78%	77%	**86%**	*	86%	-	-	-	-	-	57%	80%	88%	69%	86%	87%
At Meets Grade Level or Above	2019	48%	40%	**33%**	-	33%	*	-	-	-	-	0%	17%	35%	18%	33%	37%
	2018	49%	43%	**52%**	*	53%	-	-	-	-	-	14%	20%	52%	54%	51%	51%
At Masters Grade Level	2019	28%	18%	**8%**	-	8%	*	-	-	-	-	0%	0%	8%	6%	8%	10%
	2018	27%	20%	**24%**	*	25%	-	-	-	-	-	0%	0%	26%	15%	21%	24%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**68%**	-	68%	*	-	-	-	-	20%	67%	70%	59%	67%	73%
	2018	63%	62%	**72%**	*	72%	-	-	-	-	-	13%	20%	73%	71%	73%	70%
At Meets Grade Level or Above	2019	35%	30%	**29%**	-	30%	*	-	-	-	-	0%	17%	31%	18%	29%	34%
	2018	39%	36%	**35%**	*	34%	-	-	-	-	-	0%	0%	38%	14%	32%	27%
At Masters Grade Level	2019	11%	8%	**2%**	-	2%	*	-	-	-	-	0%	0%	2%	0%	2%	2%
	2018	11%	8%	**8%**	*	8%	-	-	-	-	-	0%	0%	8%	7%	9%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**73%**	-	73%	69%	-	-	-	-	21%	71%	75%	60%	73%	75%
	2018	77%	74%	**80%**	100%	80%	83%	-	-	-	-	29%	70%	81%	74%	80%	77%
At Meets Grade Level or Above	2019	50%	45%	**34%**	-	35%	8%	-	-	-	-	0%	25%	36%	23%	35%	39%
	2018	48%	42%	**43%**	80%	42%	67%	-	-	-	-	6%	26%	43%	39%	42%	39%

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

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**10%**	-	11%	8%	-	-	-	-	0%	4%	12%	4%	10%	14%
	2018	22%	16%	**17%**	40%	17%	33%	-	-	-	-	0%	9%	18%	11%	16%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**73%**	-	73%	60%	-	-	-	-	21%	89%	75%	56%	73%	73%
	2018	74%	69%	**76%**	*	76%	*	-	-	-	-	23%	78%	76%	75%	75%	70%
At Meets Grade Level or Above	2019	48%	42%	**35%**	-	35%	20%	-	-	-	-	0%	22%	36%	28%	35%	35%
	2018	46%	39%	**38%**	*	37%	*	-	-	-	-	0%	33%	37%	45%	36%	33%
At Masters Grade Level	2019	21%	15%	**14%**	-	14%	20%	-	-	-	-	0%	11%	16%	6%	13%	17%
	2018	19%	14%	**18%**	*	17%	*	-	-	-	-	0%	11%	19%	10%	18%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**76%**	-	76%	80%	-	-	-	-	21%	56%	77%	66%	76%	79%
	2018	81%	80%	**87%**	*	87%	*	-	-	-	-	46%	89%	89%	75%	88%	86%
At Meets Grade Level or Above	2019	52%	47%	**37%**	-	37%	0%	-	-	-	-	0%	33%	39%	22%	38%	44%
	2018	50%	43%	**51%**	*	50%	*	-	-	-	-	15%	33%	51%	50%	51%	51%
At Masters Grade Level	2019	26%	21%	**11%**	-	12%	0%	-	-	-	-	0%	0%	13%	3%	12%	17%
	2018	24%	17%	**20%**	*	20%	*	-	-	-	-	0%	11%	21%	15%	18%	20%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**68%**	-	68%	*	-	-	-	-	20%	67%	70%	59%	67%	73%
	2018	66%	62%	**72%**	*	72%	-	-	-	-	-	13%	20%	73%	71%	73%	70%
At Meets Grade Level or Above	2019	38%	32%	**29%**	-	30%	*	-	-	-	-	0%	17%	31%	18%	29%	34%
	2018	41%	35%	**35%**	*	34%	-	-	-	-	-	0%	0%	38%	14%	32%	27%
At Masters Grade Level	2019	14%	10%	**2%**	-	2%	*	-	-	-	-	0%	0%	2%	0%	2%	2%
	2018	13%	8%	**8%**	*	8%	-	-	-	-	-	0%	0%	8%	7%	9%	6%

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

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**55**	-	54	*	-	-	-	-	40	75	54	59	56	60
	2018	63	61	**64**	*	64	-	-	-	-	-	*	*	65	61	62	64
Grade 4 Mathematics	2019	65	61	**36**	-	37	*	-	-	-	-	0	0	38	28	36	40
	2018	65	61	**58**	*	59	-	-	-	-	-	75	50	60	45	56	65
All Grades Both Subjects	2019	69	69	**46**	-	46	42	-	-	-	-	20	38	46	44	46	50
	2018	69	68	**61**	*	61	-	-	-	-	-	64	44	62	53	59	64
All Grades ELA/Reading	2019	68	68	**55**	-	54	*	-	-	-	-	40	75	54	59	56	60
	2018	69	68	**64**	*	64	-	-	-	-	-	*	*	65	61	62	64
All Grades Mathematics	2019	70	70	**36**	-	37	*	-	-	-	-	0	0	38	28	36	40
	2018	70	69	**58**	*	59	-	-	-	-	-	75	50	60	45	56	65

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**26%**	-	27%	*	-	-	-	-	*	27%	20%
	2018	38%	36%	**50%**	-	50%	-	-	-	-	-	-	50%	50%
Mathematics	2019	45%	48%	**23%**	-	23%	-	-	-	-	-	*	25%	22%
	2018	47%	48%	**67%**	-	67%	-	-	-	-	-	*	63%	63%

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

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

Total Students: 685
Grade Span: EE - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**73%**	75%	-	75%	-	-	-	-	-	48%	75%	73%
	2018	77%	74%	**80%**	70%	-	70%	-	-	-	-	-	91%	70%	73%
At Meets Grade Level or Above	2019	50%	45%	**34%**	35%	-	35%	-	-	-	-	-	24%	35%	34%
	2018	48%	42%	**43%**	30%	-	30%	-	-	-	-	-	39%	30%	31%
At Masters Grade Level	2019	24%	18%	**10%**	13%	-	13%	-	-	-	-	-	0%	13%	13%
	2018	22%	16%	**17%**	11%	-	11%	-	-	-	-	-	9%	11%	11%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**73%**	71%	-	71%	-	-	-	-	-	63%	71%	70%
	2018	74%	69%	**76%**	62%	-	62%	-	-	-	-	-	92%	62%	66%
At Meets Grade Level or Above	2019	48%	42%	**35%**	30%	-	30%	-	-	-	-	-	25%	30%	30%
	2018	46%	39%	**38%**	24%	-	24%	-	-	-	-	-	38%	24%	25%
At Masters Grade Level	2019	21%	15%	**14%**	15%	-	15%	-	-	-	-	-	0%	15%	14%
	2018	19%	14%	**18%**	10%	-	10%	-	-	-	-	-	15%	10%	11%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**76%**	81%	-	81%	-	-	-	-	-	25%	81%	78%
	2018	81%	80%	**87%**	84%	-	84%	-	-	-	-	-	85%	84%	84%
At Meets Grade Level or Above	2019	52%	47%	**37%**	44%	-	44%	-	-	-	-	-	13%	44%	42%
	2018	50%	43%	**51%**	44%	-	44%	-	-	-	-	-	54%	44%	45%
At Masters Grade Level	2019	26%	21%	**11%**	17%	-	17%	-	-	-	-	-	0%	17%	16%
	2018	24%	17%	**20%**	16%	-	16%	-	-	-	-	-	8%	16%	15%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**68%**	67%	-	67%	-	-	-	-	-	60%	67%	67%
	2018	66%	62%	**72%**	57%	-	57%	-	-	-	-	-	100%	57%	62%
At Meets Grade Level or Above	2019	38%	32%	**29%**	23%	-	23%	-	-	-	-	-	40%	23%	25%
	2018	41%	35%	**35%**	13%	-	13%	-	-	-	-	-	14%	13%	13%
At Masters Grade Level	2019	14%	10%	**2%**	0%	-	0%	-	-	-	-	-	0%	0%	0%
	2018	13%	8%	**8%**	4%	-	4%	-	-	-	-	-	0%	4%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**46%**	51%	-	51%	-	-	-	-	-	55%	51%	51%
	2018	69%	68%	**61%**	65%	-	65%	-	-	-	-	-	61%	65%	65%
All Grades ELA/Reading	2019	68%	68%	**55%**	58%	-	58%	-	-	-	-	-	90%	58%	61%
	2018	69%	68%	**64%**	71%	-	71%	-	-	-	-	-	79%	71%	73%
All Grades Mathematics	2019	70%	70%	**36%**	43%	-	43%	-	-	-	-	-	20%	43%	41%
	2018	70%	69%	**58%**	62%	-	62%	-	-	-	-	-	43%	62%	60%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**26%**	21%	-	21%	-	-	-	-	-	*	21%	20%
	2018	38%	36%	**50%**	*	-	*	-	-	-	-	-	*	*	50%
Mathematics	2019	45%	48%	**23%**	29%	-	29%	-	-	-	-	-	*	29%	22%
	2018	47%	48%	**67%**	63%	-	63%	-	-	-	-	-	-	63%	63%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**95%**	-	95%	100%	-	-	-	-	94%	95%	97%
Not Included in Accountability													
Mobile	4%	3%	**5%**	-	5%	0%	-	-	-	-	6%	4%	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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**96%**	100%	96%	100%	-	-	-	-	94%	96%	95%
Not Included in Accountability													
Mobile	4%	4%	**3%**	0%	3%	0%	-	-	-	-	6%	3%	3%
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%

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.5%**	*	96.6%	94.8%	-	-	-	-	96.0%	96.4%	96.9%
2016-17	95.7%	94.6%	**96.7%**	93.6%	96.8%	97.2%	-	-	-	-	96.3%	96.7%	97.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

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

Total Students: 685
Grade Span: EE - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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Total Students: 685
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

Total Students: 685
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	685	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	8	1.2%	0.3%	0.3%
Pre-Kindergarten	100	14.6%	4.3%	4.4%
Kindergarten	102	14.9%	6.4%	6.9%
Grade 1	123	18.0%	7.1%	7.1%
Grade 2	109	15.9%	7.0%	7.2%
Grade 3	116	16.9%	7.1%	7.3%
Grade 4	127	18.5%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	3	0.4%	7.2%	12.6%
Hispanic	670	97.8%	83.4%	52.6%
White	12	1.8%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.4%
Economically Disadvantaged	640	93.4%	86.3%	60.6%
Non-Educationally Disadvantaged	45	6.6%	13.7%	39.4%
Section 504 Students	22	3.2%	5.6%	6.5%
English Learners (EL)	358	52.3%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	13	1.9%	4.1%	3.6%
At-Risk	445	65.0%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	50			
By Type of Primary Disability				
Students with Intellectual Disabilities	14	28.0%	44.2%	42.4%
Students with Physical Disabilities	26	52.0%	16.3%	21.9%
Students with Autism	6	12.0%	21.4%	13.7%
Students with Behavioral Disabilities	*	*	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	65	13.2%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

Total Students: 685
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	1	0.2%		
Hispanic	59	11.9%		
White	5	1.0%		
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	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	7.4%	10.1%	3.1%	10.0%	12.3%	5.5%
Grade 2	7.9%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	5.4%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.3	17.5	18.9
Grade 1	20.2	17.7	18.8
Grade 2	17.7	17.0	18.7
Grade 3	21.7	16.9	18.9
Grade 4	19.3	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

Total Students: 685
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	69.8	100.0%	100.0%	100.0%
Professional Staff:	53.2	76.2%	59.1%	64.1%
Teachers	45.0	64.4%	46.1%	49.8%
Professional Support	6.3	9.0%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.9%	2.4%	3.0%
Educational Aides:	16.6	23.8%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	49.7	71.1%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	10.1%	10.6%
Hispanic	27.0	60.0%	35.2%	27.7%
White	16.0	35.6%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.4%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	3.0	6.7%	24.4%	23.8%
Females	42.0	93.3%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	41.0	91.1%	76.3%	73.6%
Masters	2.0	4.4%	21.8%	24.3%
Doctorate	2.0	4.4%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.7%	6.4%	7.0%
1-5 Years Experience	11.0	24.5%	35.0%	28.9%
6-10 Years Experience	8.0	17.8%	21.1%	19.0%
11-20 Years Experience	15.0	33.4%	26.5%	29.3%
Over 20 Years Experience	8.0	17.7%	10.9%	15.7%
Number of Students per Teacher	15.2	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

Total Students: 685
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	7.5	6.3
Average Years Experience of Principals with District	13.0	7.3	5.4
Average Years Experience of Assistant Principals	6.0	6.3	5.3
Average Years Experience of Assistant Principals with District	6.0	6.0	4.7
Average Years Experience of Teachers:	12.1	9.7	11.1
Average Years Experience of Teachers with District:	10.1	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,140	$51,929	$47,218
1-5 Years Experience	$54,627	$54,679	$50,408
6-10 Years Experience	$57,440	$56,719	$52,786
11-20 Years Experience	$55,651	$57,147	$56,041
Over 20 Years Experience	$63,769	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,988	$56,382	$54,122
Professional Support	$65,283	$70,595	$64,069
Campus Administration (School Leadership)	$96,771	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

Total Students: 685
Grade Span: EE - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	340	49.6%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	10	1.5%	5.3%	8.1%
Special Education	50	7.3%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	16.2	35.9%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	26.6	59.2%	68.3%	71.4%
Special Education	2.2	4.8%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MAE SMYTHE EL**

Campus Number: **101917117**

2019 Accountability Rating: **C**

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District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Total Students: 781
Grade Span: PK - 04
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**72%**	*	73%	50%	-	-	-	-	25%	80%	73%	63%	72%	70%
	2018	77%	78%	**74%**	*	75%	*	-	-	-	-	80%	*	74%	72%	75%	76%
At Meets Grade Level or Above	2019	45%	42%	**33%**	*	35%	17%	-	-	-	-	0%	80%	35%	21%	33%	39%
	2018	43%	40%	**31%**	*	32%	*	-	-	-	-	50%	*	31%	28%	31%	36%
At Masters Grade Level	2019	27%	23%	**18%**	*	19%	17%	-	-	-	-	0%	40%	19%	11%	19%	20%
	2018	25%	19%	**17%**	*	18%	*	-	-	-	-	20%	*	17%	17%	17%	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**74%**	*	76%	67%	-	-	-	-	58%	80%	76%	63%	75%	79%
	2018	78%	78%	**77%**	*	77%	*	-	-	-	-	90%	*	78%	67%	77%	79%
At Meets Grade Level or Above	2019	49%	41%	**33%**	*	34%	33%	-	-	-	-	33%	60%	34%	32%	32%	38%
	2018	47%	40%	**32%**	*	33%	*	-	-	-	-	60%	*	35%	17%	32%	37%
At Masters Grade Level	2019	25%	17%	**9%**	*	8%	33%	-	-	-	-	8%	20%	9%	11%	8%	5%
	2018	23%	16%	**13%**	*	13%	*	-	-	-	-	30%	*	13%	11%	14%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**74%**	*	74%	*	-	-	-	-	57%	*	76%	64%	73%	68%
	2018	73%	71%	**65%**	*	64%	*	-	-	-	-	40%	*	66%	60%	65%	64%
At Meets Grade Level or Above	2019	44%	41%	**33%**	*	35%	*	-	-	-	-	36%	*	34%	27%	32%	31%
	2018	46%	41%	**32%**	*	32%	*	-	-	-	-	30%	*	31%	36%	32%	33%
At Masters Grade Level	2019	22%	17%	**9%**	*	10%	*	-	-	-	-	14%	*	8%	14%	8%	8%
	2018	24%	19%	**10%**	*	11%	*	-	-	-	-	30%	*	11%	8%	10%	10%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**77%**	*	77%	*	-	-	-	-	57%	*	79%	68%	77%	83%
	2018	78%	77%	**75%**	*	74%	*	-	-	-	-	50%	*	77%	69%	75%	75%
At Meets Grade Level or Above	2019	48%	40%	**35%**	*	37%	*	-	-	-	-	36%	*	37%	27%	36%	44%
	2018	49%	43%	**34%**	*	33%	*	-	-	-	-	30%	*	34%	35%	33%	36%
At Masters Grade Level	2019	28%	18%	**17%**	*	18%	*	-	-	-	-	0%	*	19%	9%	15%	21%
	2018	27%	20%	**18%**	*	17%	*	-	-	-	-	30%	*	17%	19%	17%	21%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**55%**	*	56%	*	-	-	-	-	43%	*	55%	52%	54%	56%
	2018	63%	62%	**47%**	*	47%	*	-	-	-	-	20%	*	48%	42%	48%	49%
At Meets Grade Level or Above	2019	35%	30%	**27%**	*	27%	*	-	-	-	-	29%	*	27%	29%	26%	29%
	2018	39%	36%	**28%**	*	29%	*	-	-	-	-	20%	*	30%	23%	30%	34%
At Masters Grade Level	2019	11%	8%	**5%**	*	6%	*	-	-	-	-	14%	*	5%	10%	5%	6%
	2018	11%	8%	**7%**	*	6%	*	-	-	-	-	20%	*	6%	8%	7%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**70%**	55%	71%	61%	-	-	-	-	48%	79%	72%	62%	70%	71%
	2018	77%	74%	**67%**	42%	68%	85%	-	-	-	-	56%	80%	69%	61%	68%	69%
At Meets Grade Level or Above	2019	50%	45%	**32%**	5%	34%	17%	-	-	-	-	27%	57%	33%	27%	32%	36%
	2018	48%	42%	**32%**	0%	32%	54%	-	-	-	-	38%	20%	32%	28%	32%	35%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Total Students: 781
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**12%**	0%	12%	17%	-	-	-	-	8%	21%	12%	11%	11%	12%
	2018	22%	16%	**13%**	0%	13%	23%	-	-	-	-	26%	0%	13%	12%	13%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**73%**	63%	74%	63%	-	-	-	-	42%	83%	75%	63%	72%	69%
	2018	74%	69%	**69%**	40%	70%	80%	-	-	-	-	60%	*	70%	65%	70%	70%
At Meets Grade Level or Above	2019	48%	42%	**33%**	0%	35%	13%	-	-	-	-	19%	67%	35%	24%	33%	35%
	2018	46%	39%	**31%**	0%	32%	40%	-	-	-	-	40%	*	31%	33%	32%	34%
At Masters Grade Level	2019	21%	15%	**14%**	0%	14%	13%	-	-	-	-	8%	33%	14%	12%	13%	14%
	2018	19%	14%	**14%**	0%	14%	0%	-	-	-	-	25%	*	14%	12%	14%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**76%**	50%	76%	75%	-	-	-	-	58%	83%	77%	66%	76%	81%
	2018	81%	80%	**76%**	60%	76%	100%	-	-	-	-	70%	*	78%	68%	76%	77%
At Meets Grade Level or Above	2019	52%	47%	**34%**	0%	36%	25%	-	-	-	-	35%	50%	35%	29%	34%	41%
	2018	50%	43%	**33%**	0%	33%	80%	-	-	-	-	45%	*	35%	27%	33%	36%
At Masters Grade Level	2019	26%	21%	**13%**	0%	13%	25%	-	-	-	-	4%	17%	14%	10%	12%	14%
	2018	24%	17%	**15%**	0%	15%	40%	-	-	-	-	30%	*	15%	16%	15%	18%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**55%**	*	56%	*	-	-	-	-	43%	*	55%	52%	54%	56%
	2018	66%	62%	**47%**	*	47%	*	-	-	-	-	20%	*	48%	42%	48%	49%
At Meets Grade Level or Above	2019	38%	32%	**27%**	*	27%	*	-	-	-	-	29%	*	27%	29%	26%	29%
	2018	41%	35%	**28%**	*	29%	*	-	-	-	-	20%	*	30%	23%	30%	34%
At Masters Grade Level	2019	14%	10%	**5%**	*	6%	*	-	-	-	-	14%	*	5%	10%	5%	6%
	2018	13%	8%	**7%**	*	6%	*	-	-	-	-	20%	*	6%	8%	7%	6%

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

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Total Students: 781
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**71**	*	72	*	-	-	-	-	70	*	72	70	68	75
	2018	63	61	**55**	*	58	*	-	-	-	-	67	-	58	48	56	56
Grade 4 Mathematics	2019	65	61	**67**	*	67	*	-	-	-	-	65	*	68	61	68	77
	2018	65	61	**67**	*	67	*	-	-	-	-	75	*	69	60	66	65
All Grades Both Subjects	2019	69	69	**69**	69	69	*	-	-	-	-	67	*	69	65	68	77
	2018	69	68	**63**	*	63	67	-	-	-	-	71	*	65	54	62	63
All Grades ELA/Reading	2019	68	68	**71**	*	72	*	-	-	-	-	70	*	72	70	68	75
	2018	69	68	**55**	*	58	*	-	-	-	-	67	-	58	48	56	56
All Grades Mathematics	2019	70	70	**67**	*	67	*	-	-	-	-	65	*	68	61	68	77
	2018	70	69	**67**	*	67	*	-	-	-	-	75	*	69	60	66	65

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Total Students: 781
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**55%**	*	56%	*	-	-	-	-	*	53%	*
	2018	38%	36%	**20%**	-	20%	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**44%**	*	44%	-	-	-	-	-	*	38%	*
	2018	47%	48%	**40%**	-	40%	-	-	-	-	-	*	39%	*

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

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

Total Students: 781
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**70%**	72%	-	72%	-	-	-	-	-	64%	72%	71%
	2018	77%	74%	**67%**	71%	-	71%	-	-	-	-	-	51%	71%	69%
At Meets Grade Level or Above	2019	50%	45%	**32%**	36%	-	36%	-	-	-	-	-	36%	36%	36%
	2018	48%	42%	**32%**	37%	-	37%	-	-	-	-	-	20%	37%	35%
At Masters Grade Level	2019	24%	18%	**12%**	12%	-	12%	-	-	-	-	-	14%	12%	12%
	2018	22%	16%	**13%**	15%	-	15%	-	-	-	-	-	9%	15%	14%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**73%**	69%	-	69%	-	-	-	-	-	67%	69%	69%
	2018	74%	69%	**69%**	73%	-	73%	-	-	-	-	-	50%	73%	70%
At Meets Grade Level or Above	2019	48%	42%	**33%**	35%	-	35%	-	-	-	-	-	33%	35%	35%
	2018	46%	39%	**31%**	36%	-	36%	-	-	-	-	-	19%	36%	34%
At Masters Grade Level	2019	21%	15%	**14%**	14%	-	14%	-	-	-	-	-	11%	14%	14%
	2018	19%	14%	**14%**	16%	-	16%	-	-	-	-	-	6%	16%	15%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**76%**	82%	-	82%	-	-	-	-	-	78%	82%	82%
	2018	81%	80%	**76%**	77%	-	77%	-	-	-	-	-	76%	77%	77%
At Meets Grade Level or Above	2019	52%	47%	**34%**	40%	-	40%	-	-	-	-	-	56%	40%	42%
	2018	50%	43%	**33%**	37%	-	37%	-	-	-	-	-	29%	37%	36%
At Masters Grade Level	2019	26%	21%	**13%**	13%	-	13%	-	-	-	-	-	22%	13%	14%
	2018	24%	17%	**15%**	18%	-	18%	-	-	-	-	-	18%	18%	18%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**55%**	58%	-	58%	-	-	-	-	-	*	58%	56%
	2018	66%	62%	**47%**	56%	-	56%	-	-	-	-	-	17%	56%	49%
At Meets Grade Level or Above	2019	38%	32%	**27%**	30%	-	30%	-	-	-	-	-	*	30%	29%
	2018	41%	35%	**28%**	40%	-	40%	-	-	-	-	-	8%	40%	34%
At Masters Grade Level	2019	14%	10%	**5%**	6%	-	6%	-	-	-	-	-	*	6%	6%
	2018	13%	8%	**7%**	7%	-	7%	-	-	-	-	-	0%	7%	6%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**69%**	79%	-	79%	-	-	-	-	-	81%	79%	79%
	2018	69%	68%	**63%**	59%	-	59%	-	-	-	-	-	74%	59%	63%
All Grades ELA/Reading	2019	68%	68%	**71%**	100%	-	100%	-	-	-	-	-	*	100%	83%
	2018	69%	68%	**55%**	47%	-	47%	-	-	-	-	-	70%	47%	56%
All Grades Mathematics	2019	70%	70%	**67%**	77%	-	77%	-	-	-	-	-	*	77%	78%
	2018	70%	69%	**67%**	63%	-	63%	-	-	-	-	-	77%	63%	65%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**55%**	*	-	*	-	-	-	-	-	*	*	*
	2018	38%	36%	**20%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**44%**	*	-	*	-	-	-	-	-	*	*	*
	2018	47%	48%	**40%**	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

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

Total Students: 781
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**95%**	100%	96%	78%	-	-	-	-	97%	96%	96%
Not Included in Accountability													
Mobile	4%	3%	**4%**	0%	3%	22%	-	-	-	-	3%	4%	3%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**95%**	75%	95%	100%	-	-	-	-	96%	94%	96%
Not Included in Accountability													
Mobile	4%	4%	**5%**	25%	5%	0%	-	-	-	-	4%	6%	4%
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%

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Total Students: 781
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.2%**	93.5%	95.4%	93.1%	*	-	-	*	94.0%	95.3%	96.8%
2016-17	95.7%	94.6%	**95.9%**	94.1%	96.0%	93.3%	*	-	-	*	93.3%	95.9%	96.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Total Students: 781
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

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

Total Students: 781
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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Total Students: 781
Grade Span: PK - 04
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Total Students: 781
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Total Students: 781
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Other Postsecondary Indicators

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Total Students: 781
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	781	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	84	10.8%	4.3%	4.4%
Kindergarten	131	16.8%	6.4%	6.9%
Grade 1	150	19.2%	7.1%	7.1%
Grade 2	134	17.2%	7.0%	7.2%
Grade 3	143	18.3%	7.1%	7.3%
Grade 4	139	17.8%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	29	3.7%	7.2%	12.6%
Hispanic	713	91.3%	83.4%	52.6%
White	38	4.9%	5.6%	27.4%
American Indian	1	0.1%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.4%
Economically Disadvantaged	727	93.1%	86.3%	60.6%
Non-Educationally Disadvantaged	54	6.9%	13.7%	39.4%
Section 504 Students	41	5.2%	5.6%	6.5%
English Learners (EL)	364	46.6%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	24	3.1%	4.1%	3.6%
At-Risk	555	71.1%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	76			
By Type of Primary Disability				
Students with Intellectual Disabilities	19	25.0%	44.2%	42.4%
Students with Physical Disabilities	31	40.8%	16.3%	21.9%
Students with Autism	13	17.1%	21.4%	13.7%
Students with Behavioral Disabilities	13	17.1%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	82	14.4%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	8	1.4%		
Hispanic	70	12.3%		
White	2	0.4%		
American Indian	1	0.2%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	11.5%	10.1%	3.1%	42.1%	12.3%	5.5%
Grade 2	7.3%	6.5%	1.8%	7.7%	4.1%	2.3%
Grade 3	0.0%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.2	17.5	18.9
Grade 1	17.1	17.7	18.8
Grade 2	17.3	17.0	18.7
Grade 3	16.8	16.9	18.9
Grade 4	15.5	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Total Students: 781
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	74.9	100.0%	100.0%	100.0%
Professional Staff:	61.0	81.4%	59.1%	64.1%
Teachers	50.6	67.6%	46.1%	49.8%
Professional Support	8.4	11.2%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.7%	2.4%	3.0%
Educational Aides:	13.9	18.6%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	49.1	65.6%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.2	6.3%	10.1%	10.6%
Hispanic	24.0	47.4%	35.2%	27.7%
White	21.5	42.4%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	8.1	16.0%	24.4%	23.8%
Females	42.5	84.0%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	41.6	82.1%	76.3%	73.6%
Masters	9.1	17.9%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.3	4.5%	6.4%	7.0%
1-5 Years Experience	24.0	47.5%	35.0%	28.9%
6-10 Years Experience	10.2	20.2%	21.1%	19.0%
11-20 Years Experience	13.1	25.9%	26.5%	29.3%
Over 20 Years Experience	1.0	2.0%	10.9%	15.7%
Number of Students per Teacher	15.4	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Total Students: 781
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.5	6.3
Average Years Experience of Principals with District	2.0	7.3	5.4
Average Years Experience of Assistant Principals	2.0	6.3	5.3
Average Years Experience of Assistant Principals with District	2.0	6.0	4.7
Average Years Experience of Teachers:	7.2	9.7	11.1
Average Years Experience of Teachers with District:	6.0	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$47,181	$51,929	$47,218
1-5 Years Experience	$56,249	$54,679	$50,408
6-10 Years Experience	$56,211	$56,719	$52,786
11-20 Years Experience	$52,349	$57,147	$56,041
Over 20 Years Experience	$65,718	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,011	$56,382	$54,122
Professional Support	$61,810	$70,595	$64,069
Campus Administration (School Leadership)	$94,801	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

Total Students: 781
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	332	42.5%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	19	2.4%	5.3%	8.1%
Special Education	76	9.7%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	49.2	97.2%	68.3%	71.4%
Special Education	1.4	2.8%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH HOUSTON EL**

Campus Number: **101917118**

2019 Accountability Rating: **C**

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**79%**	*	78%	*	-	-	-	-	50%	*	81%	56%	79%	81%
	2018	77%	78%	**67%**	*	71%	*	-	-	-	*	41%	-	65%	83%	67%	82%
At Meets Grade Level or Above	2019	45%	42%	**40%**	*	41%	*	-	-	-	-	25%	*	42%	22%	41%	48%
	2018	43%	40%	**30%**	*	31%	*	-	-	-	*	12%	-	30%	33%	29%	37%
At Masters Grade Level	2019	27%	23%	**18%**	*	19%	*	-	-	-	-	0%	*	18%	11%	18%	22%
	2018	25%	19%	**14%**	*	15%	*	-	-	-	*	0%	-	14%	8%	13%	18%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**67%**	*	66%	*	-	-	-	-	50%	*	68%	56%	69%	70%
	2018	78%	78%	**62%**	*	64%	*	-	-	-	*	30%	-	64%	50%	61%	77%
At Meets Grade Level or Above	2019	49%	41%	**29%**	*	30%	*	-	-	-	-	19%	*	30%	22%	31%	36%
	2018	47%	40%	**29%**	*	30%	*	-	-	-	*	25%	-	31%	8%	28%	36%
At Masters Grade Level	2019	25%	17%	**10%**	*	10%	*	-	-	-	-	0%	*	11%	0%	10%	13%
	2018	23%	16%	**7%**	*	7%	*	-	-	-	*	5%	-	7%	8%	7%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**57%**	*	58%	*	-	-	-	*	24%	*	56%	61%	56%	60%
	2018	73%	71%	**57%**	*	57%	*	-	*	-	-	21%	*	59%	50%	55%	62%
At Meets Grade Level or Above	2019	44%	41%	**22%**	*	23%	*	-	-	-	*	18%	*	23%	17%	22%	21%
	2018	46%	41%	**26%**	*	25%	*	-	*	-	-	21%	*	26%	27%	22%	27%
At Masters Grade Level	2019	22%	17%	**9%**	*	10%	*	-	-	-	*	0%	*	10%	6%	9%	10%
	2018	24%	19%	**9%**	*	9%	*	-	*	-	-	0%	*	10%	5%	7%	10%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**71%**	*	74%	*	-	-	-	*	24%	*	73%	61%	71%	81%
	2018	78%	77%	**66%**	*	66%	*	-	*	-	-	25%	*	70%	50%	66%	76%
At Meets Grade Level or Above	2019	48%	40%	**29%**	*	32%	*	-	-	-	*	18%	*	32%	17%	29%	39%
	2018	49%	43%	**28%**	*	27%	*	-	*	-	-	25%	*	30%	14%	28%	30%
At Masters Grade Level	2019	28%	18%	**10%**	*	11%	*	-	-	-	*	6%	*	11%	6%	10%	15%
	2018	27%	20%	**8%**	*	8%	*	-	*	-	-	6%	*	10%	0%	7%	10%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**42%**	*	43%	*	-	-	-	*	12%	*	46%	22%	42%	42%
	2018	63%	62%	**44%**	*	43%	*	-	*	-	-	21%	*	46%	29%	41%	48%
At Meets Grade Level or Above	2019	35%	30%	**15%**	*	16%	*	-	-	-	*	6%	*	16%	6%	15%	11%
	2018	39%	36%	**19%**	*	19%	*	-	*	-	-	21%	*	21%	10%	20%	19%
At Masters Grade Level	2019	11%	8%	**1%**	*	1%	*	-	-	-	*	0%	*	1%	0%	1%	0%
	2018	11%	8%	**4%**	*	4%	*	-	*	-	-	0%	*	5%	0%	4%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**63%**	62%	64%	46%	-	-	-	*	31%	71%	65%	50%	63%	67%
	2018	77%	74%	**59%**	27%	60%	56%	-	*	-	*	28%	33%	61%	49%	58%	68%
At Meets Grade Level or Above	2019	50%	45%	**27%**	8%	28%	8%	-	-	-	*	17%	14%	29%	15%	28%	31%
	2018	48%	42%	**26%**	18%	26%	33%	-	*	-	*	21%	33%	27%	18%	25%	29%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

Total Students: 576
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**10%**	0%	10%	0%	-	-	-	*	1%	0%	10%	4%	10%	12%
	2018	22%	16%	**8%**	9%	8%	11%	-	*	-	*	2%	0%	9%	3%	7%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**68%**	60%	68%	60%	-	-	-	*	36%	*	69%	59%	68%	71%
	2018	74%	69%	**62%**	20%	63%	*	-	*	-	*	32%	*	62%	62%	61%	71%
At Meets Grade Level or Above	2019	48%	42%	**31%**	20%	32%	0%	-	-	-	*	21%	*	33%	19%	31%	35%
	2018	46%	39%	**28%**	20%	28%	*	-	*	-	*	16%	*	28%	29%	25%	31%
At Masters Grade Level	2019	21%	15%	**14%**	0%	14%	0%	-	-	-	*	0%	*	14%	7%	13%	16%
	2018	19%	14%	**11%**	0%	12%	*	-	*	-	*	0%	*	12%	6%	10%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**69%**	60%	70%	40%	-	-	-	*	36%	*	70%	59%	70%	75%
	2018	81%	80%	**65%**	40%	65%	*	-	*	-	*	28%	*	67%	50%	64%	77%
At Meets Grade Level or Above	2019	52%	47%	**29%**	0%	31%	20%	-	-	-	*	18%	*	31%	19%	30%	37%
	2018	50%	43%	**28%**	20%	29%	*	-	*	-	*	25%	*	31%	12%	28%	33%
At Masters Grade Level	2019	26%	21%	**10%**	0%	11%	0%	-	-	-	*	3%	*	11%	4%	10%	14%
	2018	24%	17%	**8%**	20%	7%	*	-	*	-	*	6%	*	8%	3%	7%	9%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**42%**	*	43%	*	-	-	-	*	12%	*	46%	22%	42%	42%
	2018	66%	62%	**44%**	*	43%	*	-	*	-	-	21%	*	46%	29%	41%	48%
At Meets Grade Level or Above	2019	38%	32%	**15%**	*	16%	*	-	-	-	*	6%	*	16%	6%	15%	11%
	2018	41%	35%	**19%**	*	19%	*	-	*	-	-	21%	*	21%	10%	20%	19%
At Masters Grade Level	2019	14%	10%	**1%**	*	1%	*	-	-	-	*	0%	*	1%	0%	1%	0%
	2018	13%	8%	**4%**	*	4%	*	-	*	-	-	0%	*	5%	0%	4%	4%

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

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

Total Students: 576
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**67**	*	66	*	-	-	-	*	73	-	69	58	68	36
	2018	63	61	**45**	*	44	*	-	*	-	-	38	-	42	53	41	63
Grade 4 Mathematics	2019	65	61	**74**	*	75	*	-	-	-	*	71	*	73	81	75	70
	2018	65	61	**48**	*	48	*	-	*	-	-	56	*	49	43	48	48
All Grades Both Subjects	2019	69	69	**72**	67	72	42	-	-	-	*	71	*	72	72	72	67
	2018	69	68	**47**	*	47	*	-	*	-	-	48	*	47	48	46	51
All Grades ELA/Reading	2019	68	68	**67**	*	66	*	-	-	-	*	73	-	69	58	68	36
	2018	69	68	**45**	*	44	*	-	*	-	-	38	-	42	53	41	63
All Grades Mathematics	2019	70	70	**74**	*	75	*	-	-	-	*	71	*	73	81	75	70
	2018	70	69	**48**	*	48	*	-	*	-	-	56	*	49	43	48	48

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

Total Students: 576
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**30%**	*	30%	*	-	-	-	*	11%	28%	*
	2018	38%	36%	*	*	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**31%**	*	35%	*	-	-	-	*	0%	33%	*
	2018	47%	48%	*	*	*	-	-	-	-	-	*	*	*

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

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

Total Students: 576
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**63%**	68%	-	68%	-	-	-	-	-	56%	68%	67%
	2018	77%	74%	**59%**	66%	-	67%	-	*	-	-	-	75%	66%	67%
At Meets Grade Level or Above	2019	50%	45%	**27%**	32%	-	32%	-	-	-	-	-	25%	32%	31%
	2018	48%	42%	**26%**	28%	-	28%	-	*	-	-	-	19%	28%	27%
At Masters Grade Level	2019	24%	18%	**10%**	12%	-	12%	-	-	-	-	-	6%	12%	12%
	2018	22%	16%	**8%**	10%	-	10%	-	*	-	-	-	3%	10%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**68%**	73%	-	73%	-	-	-	-	-	43%	73%	71%
	2018	74%	69%	**62%**	69%	-	69%	-	*	-	-	-	83%	69%	70%
At Meets Grade Level or Above	2019	48%	42%	**31%**	35%	-	35%	-	-	-	-	-	29%	35%	35%
	2018	46%	39%	**28%**	30%	-	30%	-	*	-	-	-	25%	30%	29%
At Masters Grade Level	2019	21%	15%	**14%**	16%	-	16%	-	-	-	-	-	14%	16%	16%
	2018	19%	14%	**11%**	13%	-	13%	-	*	-	-	-	8%	13%	13%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**69%**	75%	-	75%	-	-	-	-	-	71%	75%	75%
	2018	81%	80%	**65%**	77%	-	77%	-	*	-	-	-	67%	77%	76%
At Meets Grade Level or Above	2019	52%	47%	**29%**	38%	-	38%	-	-	-	-	-	29%	38%	37%
	2018	50%	43%	**28%**	34%	-	34%	-	*	-	-	-	0%	34%	31%
At Masters Grade Level	2019	26%	21%	**10%**	15%	-	15%	-	-	-	-	-	0%	15%	14%
	2018	24%	17%	**8%**	10%	-	11%	-	*	-	-	-	0%	10%	10%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**42%**	42%	-	42%	-	-	-	-	-	*	42%	42%
	2018	66%	62%	**44%**	42%	-	43%	-	*	-	-	-	75%	42%	46%
At Meets Grade Level or Above	2019	38%	32%	**15%**	12%	-	12%	-	-	-	-	-	*	12%	11%
	2018	41%	35%	**19%**	13%	-	13%	-	*	-	-	-	38%	13%	15%
At Masters Grade Level	2019	14%	10%	**1%**	0%	-	0%	-	-	-	-	-	*	0%	0%
	2018	13%	8%	**4%**	4%	-	4%	-	*	-	-	-	0%	4%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**72%**	68%	-	68%	-	-	-	-	-	*	68%	67%
	2018	69%	68%	**47%**	51%	-	51%	-	*	-	-	-	39%	51%	48%
All Grades ELA/Reading	2019	68%	68%	**67%**	30%	-	30%	-	-	-	-	-	*	30%	36%
	2018	69%	68%	**45%**	*	-	*	-	-	-	-	-	50%	*	58%
All Grades Mathematics	2019	70%	70%	**74%**	71%	-	71%	-	-	-	-	-	*	71%	70%
	2018	70%	69%	**48%**	49%	-	49%	-	*	-	-	-	28%	49%	47%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**30%**	*	-	*	-	-	-	-	-	-	*	*
	2018	38%	36%	*	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2019	45%	48%	**31%**	-	-	-	-	-	-	-	-	*	-	*
	2018	47%	48%	*	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

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

Total Students: 576
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%
Included in Accountability	94%	94%	**95%**	100%	95%	100%	-	*	-	*	90%	96%	92%
Not Included in Accountability													
Mobile	4%	3%	**4%**	0%	4%	0%	-	*	-	*	7%	3%	6%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	*	-	*	3%	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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	*	99%	99%	99%
Included in Accountability	94%	94%	**94%**	79%	94%	100%	-	*	-	*	93%	94%	95%
Not Included in Accountability													
Mobile	4%	4%	**5%**	21%	5%	0%	-	*	-	*	6%	6%	4%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	*	1%	1%	1%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	*	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

Total Students: 576
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**94.9%**	92.6%	95.1%	89.2%	*	*	-	*	92.4%	94.8%	95.6%
2016-17	95.7%	94.6%	**95.8%**	92.2%	95.9%	91.1%	-	*	-	*	93.3%	95.7%	96.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

Total Students: 576
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

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

Total Students: 576
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

Total Students: 576
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

Total Students: 576
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

Total Students: 576
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Other Postsecondary Indicators

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

Total Students: 576
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

Total Students: 576
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	576	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	70	12.2%	4.3%	4.4%
Kindergarten	79	13.7%	6.4%	6.9%
Grade 1	99	17.2%	7.1%	7.1%
Grade 2	96	16.7%	7.0%	7.2%
Grade 3	119	20.7%	7.1%	7.3%
Grade 4	113	19.6%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	13	2.3%	7.2%	12.6%
Hispanic	548	95.1%	83.4%	52.6%
White	14	2.4%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.4%
Economically Disadvantaged	545	94.6%	86.3%	60.6%
Non-Educationally Disadvantaged	31	5.4%	13.7%	39.4%
Section 504 Students	26	4.5%	5.6%	6.5%
English Learners (EL)	333	57.8%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	25	4.3%	4.1%	3.6%
At-Risk	427	74.1%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	59			
By Type of Primary Disability				
Students with Intellectual Disabilities	22	37.3%	44.2%	42.4%
Students with Physical Disabilities	21	35.6%	16.3%	21.9%
Students with Autism	*	*	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	62	11.6%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

Total Students: 576
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	3	0.6%		
Hispanic	57	10.7%		
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%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	9.1%	1.8%	6.2%
Grade 1	8.2%	10.1%	3.1%	9.1%	12.3%	5.5%
Grade 2	6.3%	6.5%	1.8%	5.9%	4.1%	2.3%
Grade 3	2.9%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.5	17.5	18.9
Grade 1	17.0	17.7	18.8
Grade 2	16.5	17.0	18.7
Grade 3	16.9	16.9	18.9
Grade 4	13.9	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

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

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

Total Students: 576
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	69.9	100.0%	100.0%	100.0%
Professional Staff:	53.5	76.5%	59.1%	64.1%
Teachers	43.1	61.6%	46.1%	49.8%
Professional Support	8.4	12.1%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.9%	2.4%	3.0%
Educational Aides:	16.4	23.5%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	54.5	77.9%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	2.0	4.6%	10.1%	10.6%
Hispanic	28.0	65.0%	35.2%	27.7%
White	10.1	23.4%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.3%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	4.6%	1.1%	1.1%
Males	4.0	9.3%	24.4%	23.8%
Females	39.1	90.7%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	33.0	76.7%	76.3%	73.6%
Masters	10.1	23.3%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	9.3%	6.4%	7.0%
1-5 Years Experience	11.0	25.5%	35.0%	28.9%
6-10 Years Experience	8.0	18.6%	21.1%	19.0%
11-20 Years Experience	15.1	35.0%	26.5%	29.3%
Over 20 Years Experience	5.0	11.7%	10.9%	15.7%
Number of Students per Teacher	13.4	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

Total Students: 576
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.5	6.3
Average Years Experience of Principals with District	5.0	7.3	5.4
Average Years Experience of Assistant Principals	5.0	6.3	5.3
Average Years Experience of Assistant Principals with District	5.0	6.0	4.7
Average Years Experience of Teachers:	10.4	9.7	11.1
Average Years Experience of Teachers with District:	7.7	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,419	$51,929	$47,218
1-5 Years Experience	$54,266	$54,679	$50,408
6-10 Years Experience	$57,496	$56,719	$52,786
11-20 Years Experience	$55,569	$57,147	$56,041
Over 20 Years Experience	$63,722	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,345	$56,382	$54,122
Professional Support	$61,679	$70,595	$64,069
Campus Administration (School Leadership)	$92,661	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

Total Students: 576
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	309	53.6%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	8	1.4%	5.3%	8.1%
Special Education	59	10.2%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	18.5	43.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	20.5	47.6%	68.3%	71.4%
Special Education	4.1	9.4%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH SHAVER EL**

Campus Number: **101917119**

2019 Accountability Rating: **C**

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District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

Total Students: 673
Grade Span: EE - 04
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**80%**	-	80%	*	-	-	-	-	42%	*	79%	88%	80%	80%
	2018	77%	78%	**80%**	*	82%	*	-	-	-	-	13%	*	78%	95%	80%	88%
At Meets Grade Level or Above	2019	45%	42%	**53%**	-	53%	*	-	-	-	-	33%	*	50%	88%	53%	57%
	2018	43%	40%	**39%**	*	40%	*	-	-	-	-	13%	*	38%	42%	38%	49%
At Masters Grade Level	2019	27%	23%	**31%**	-	31%	*	-	-	-	-	0%	*	30%	38%	31%	36%
	2018	25%	19%	**19%**	*	19%	*	-	-	-	-	0%	*	17%	26%	17%	23%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**82%**	-	82%	*	-	-	-	-	50%	*	81%	88%	81%	88%
	2018	78%	78%	**79%**	*	79%	*	-	-	-	-	13%	*	79%	79%	80%	86%
At Meets Grade Level or Above	2019	49%	41%	**54%**	-	54%	*	-	-	-	-	25%	*	52%	75%	53%	61%
	2018	47%	40%	**37%**	*	39%	*	-	-	-	-	0%	*	37%	42%	37%	48%
At Masters Grade Level	2019	25%	17%	**30%**	-	30%	*	-	-	-	-	17%	*	28%	50%	28%	34%
	2018	23%	16%	**13%**	*	13%	*	-	-	-	-	0%	*	12%	21%	13%	19%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**76%**	*	76%	*	-	-	-	-	8%	*	76%	78%	76%	74%
	2018	73%	71%	**70%**	*	70%	*	*	-	-	-	20%	-	67%	81%	70%	67%
At Meets Grade Level or Above	2019	44%	41%	**34%**	*	34%	*	-	-	-	-	8%	*	38%	19%	34%	32%
	2018	46%	41%	**46%**	*	45%	*	*	-	-	-	20%	-	51%	24%	45%	42%
At Masters Grade Level	2019	22%	17%	**7%**	*	7%	*	-	-	-	-	8%	*	9%	0%	7%	3%
	2018	24%	19%	**21%**	*	21%	*	*	-	-	-	0%	-	26%	5%	20%	19%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**80%**	*	80%	*	-	-	-	-	15%	*	81%	78%	80%	84%
	2018	78%	77%	**86%**	*	86%	*	*	-	-	-	60%	-	88%	81%	87%	84%
At Meets Grade Level or Above	2019	48%	40%	**34%**	*	34%	*	-	-	-	-	8%	*	35%	33%	34%	30%
	2018	49%	43%	**43%**	*	41%	*	*	-	-	-	40%	-	48%	24%	41%	42%
At Masters Grade Level	2019	28%	18%	**14%**	*	13%	*	-	-	-	-	8%	*	15%	7%	13%	11%
	2018	27%	20%	**18%**	*	16%	*	*	-	-	-	0%	-	21%	10%	16%	16%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**64%**	*	64%	*	-	-	-	-	15%	*	67%	52%	63%	63%
	2018	63%	62%	**70%**	*	70%	*	*	-	-	-	40%	-	72%	65%	70%	70%
At Meets Grade Level or Above	2019	35%	30%	**22%**	*	23%	*	-	-	-	-	8%	*	23%	19%	23%	18%
	2018	39%	36%	**38%**	*	38%	*	*	-	-	-	20%	-	41%	26%	37%	41%
At Masters Grade Level	2019	11%	8%	**4%**	*	4%	*	-	-	-	-	0%	*	4%	4%	3%	3%
	2018	11%	8%	**7%**	*	7%	*	*	-	-	-	0%	-	7%	4%	5%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**76%**	*	76%	100%	-	-	-	-	25%	80%	77%	72%	75%	77%
	2018	77%	74%	**77%**	71%	77%	75%	*	-	-	-	26%	*	77%	80%	77%	79%
At Meets Grade Level or Above	2019	50%	45%	**38%**	*	38%	60%	-	-	-	-	16%	40%	39%	33%	38%	37%
	2018	48%	42%	**40%**	43%	41%	19%	*	-	-	-	16%	*	43%	31%	40%	45%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

Total Students: 673
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**16%**	*	16%	20%	-	-	-	-	6%	20%	17%	10%	15%	15%
	2018	22%	16%	**16%**	29%	15%	13%	*	-	-	-	0%	*	16%	13%	14%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**78%**	*	78%	*	-	-	-	-	24%	*	77%	80%	78%	77%
	2018	74%	69%	**76%**	*	76%	50%	*	-	-	-	15%	*	73%	88%	75%	78%
At Meets Grade Level or Above	2019	48%	42%	**42%**	*	42%	*	-	-	-	-	20%	*	43%	34%	42%	43%
	2018	46%	39%	**42%**	*	43%	17%	*	-	-	-	15%	*	44%	33%	41%	46%
At Masters Grade Level	2019	21%	15%	**17%**	*	18%	*	-	-	-	-	4%	*	19%	9%	17%	17%
	2018	19%	14%	**20%**	*	20%	17%	*	-	-	-	0%	*	21%	15%	18%	21%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**81%**	*	81%	*	-	-	-	-	32%	*	81%	80%	80%	85%
	2018	81%	80%	**82%**	*	82%	100%	*	-	-	-	31%	*	83%	80%	83%	85%
At Meets Grade Level or Above	2019	52%	47%	**43%**	*	43%	*	-	-	-	-	16%	*	43%	43%	42%	43%
	2018	50%	43%	**40%**	*	40%	33%	*	-	-	-	15%	*	41%	33%	39%	45%
At Masters Grade Level	2019	26%	21%	**21%**	*	20%	*	-	-	-	-	12%	*	21%	17%	20%	21%
	2018	24%	17%	**15%**	*	15%	17%	*	-	-	-	0%	*	16%	15%	14%	17%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**64%**	*	64%	*	-	-	-	-	15%	*	67%	52%	63%	63%
	2018	66%	62%	**70%**	*	70%	*	*	-	-	-	40%	-	72%	65%	70%	70%
At Meets Grade Level or Above	2019	38%	32%	**22%**	*	23%	*	-	-	-	-	8%	*	23%	19%	23%	18%
	2018	41%	35%	**38%**	*	38%	*	*	-	-	-	20%	-	41%	26%	37%	41%
At Masters Grade Level	2019	14%	10%	**4%**	*	4%	*	-	-	-	-	0%	*	4%	4%	3%	3%
	2018	13%	8%	**7%**	*	7%	*	*	-	-	-	0%	-	7%	4%	5%	8%

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

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

Total Students: 673
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**58**	*	59	*	-	-	-	-	50	*	61	47	60	43
	2018	63	61	**55**	*	52	*	*	-	-	-	60	-	53	62	54	35
Grade 4 Mathematics	2019	65	61	**68**	*	68	*	-	-	-	-	65	*	69	63	67	60
	2018	65	61	**53**	*	52	*	*	-	-	-	60	-	57	38	53	46
All Grades Both Subjects	2019	69	69	**64**	*	64	*	-	-	-	-	58	*	66	56	64	55
	2018	69	68	**54**	*	52	69	*	-	-	-	60	-	56	49	53	42
All Grades ELA/Reading	2019	68	68	**58**	*	59	*	-	-	-	-	50	*	61	47	60	43
	2018	69	68	**55**	*	52	*	*	-	-	-	60	-	53	62	54	35
All Grades Mathematics	2019	70	70	**68**	*	68	*	-	-	-	-	65	*	69	63	67	60
	2018	70	69	**53**	*	52	*	*	-	-	-	60	-	57	38	53	46

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

Total Students: 673
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**45%**	-	45%	-	-	-	-	-	0%	45%	*
	2018	38%	36%	*	-	*	*	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**16%**	-	16%	-	-	-	-	-	0%	12%	*
	2018	47%	48%	*	-	*	-	-	-	-	-	*	*	*

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

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

Total Students: 673
Grade Span: EE - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**76%**	77%	-	77%	-	-	-	-	-	71%	77%	77%
	2018	77%	74%	**77%**	79%	-	79%	-	-	-	-	-	81%	79%	79%
At Meets Grade Level or Above	2019	50%	45%	**38%**	36%	-	36%	-	-	-	-	-	33%	36%	36%
	2018	48%	42%	**40%**	44%	-	44%	-	-	-	-	-	30%	44%	43%
At Masters Grade Level	2019	24%	18%	**16%**	15%	-	15%	-	-	-	-	-	14%	15%	15%
	2018	22%	16%	**16%**	17%	-	17%	-	-	-	-	-	4%	17%	16%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**78%**	75%	-	75%	-	-	-	-	-	88%	75%	76%
	2018	74%	69%	**76%**	78%	-	78%	-	-	-	-	-	80%	78%	78%
At Meets Grade Level or Above	2019	48%	42%	**42%**	39%	-	39%	-	-	-	-	-	38%	39%	39%
	2018	46%	39%	**42%**	46%	-	46%	-	-	-	-	-	30%	46%	44%
At Masters Grade Level	2019	21%	15%	**17%**	18%	-	18%	-	-	-	-	-	13%	18%	18%
	2018	19%	14%	**20%**	22%	-	22%	-	-	-	-	-	10%	22%	21%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**81%**	87%	-	87%	-	-	-	-	-	63%	87%	85%
	2018	81%	80%	**82%**	85%	-	85%	-	-	-	-	-	100%	85%	86%
At Meets Grade Level or Above	2019	52%	47%	**43%**	42%	-	42%	-	-	-	-	-	50%	42%	43%
	2018	50%	43%	**40%**	45%	-	45%	-	-	-	-	-	40%	45%	44%
At Masters Grade Level	2019	26%	21%	**21%**	18%	-	18%	-	-	-	-	-	25%	18%	19%
	2018	24%	17%	**15%**	18%	-	18%	-	-	-	-	-	0%	18%	16%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**64%**	61%	-	61%	-	-	-	-	-	60%	61%	61%
	2018	66%	62%	**70%**	69%	-	69%	-	-	-	-	-	57%	69%	67%
At Meets Grade Level or Above	2019	38%	32%	**22%**	16%	-	16%	-	-	-	-	-	0%	16%	15%
	2018	41%	35%	**38%**	39%	-	39%	-	-	-	-	-	14%	39%	36%
At Masters Grade Level	2019	14%	10%	**4%**	4%	-	4%	-	-	-	-	-	0%	4%	3%
	2018	13%	8%	**7%**	6%	-	6%	-	-	-	-	-	0%	6%	5%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**64%**	54%	-	54%	-	-	-	-	-	67%	54%	55%
	2018	69%	68%	**54%**	40%	-	40%	-	-	-	-	-	43%	40%	41%
All Grades ELA/Reading	2019	68%	68%	**58%**	37%	-	37%	-	-	-	-	-	*	37%	42%
	2018	69%	68%	**55%**	36%	-	36%	-	-	-	-	-	36%	36%	36%
All Grades Mathematics	2019	70%	70%	**68%**	58%	-	58%	-	-	-	-	-	*	58%	59%
	2018	70%	69%	**53%**	42%	-	42%	-	-	-	-	-	50%	42%	43%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**45%**	*	-	*	-	-	-	-	-	-	*	*
	2018	38%	36%	*	*	-	*	-	-	-	-	-	-	*	*
Mathematics	2019	45%	48%	**16%**	*	-	*	-	-	-	-	-	-	*	*
	2018	47%	48%	*	*	-	*	-	-	-	-	-	-	*	*

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

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

Total Students: 673
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**93%**	*	93%	50%	-	-	-	-	91%	93%	92%
Not Included in Accountability													
Mobile	4%	3%	**6%**	*	5%	50%	-	-	-	-	4%	5%	5%
Other Exclusions	1%	2%	**1%**	*	1%	0%	-	-	-	-	4%	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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**92%**	58%	93%	76%	*	-	-	-	84%	92%	95%
Not Included in Accountability													
Mobile	4%	4%	**7%**	42%	6%	24%	*	-	-	-	16%	7%	4%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	-	-	-	0%	0%	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%

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

Total Students: 673
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.4%**	*	95.5%	91.9%	*	-	-	-	94.6%	95.4%	96.4%
2016-17	95.7%	94.6%	**96.1%**	93.0%	96.3%	95.0%	*	-	-	*	94.4%	96.2%	97.1%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

Total Students: 673
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

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

Total Students: 673
Grade Span: EE - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

Total Students: 673
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

Total Students: 673
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

Total Students: 673
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	673	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	12	1.8%	0.3%	0.3%
Pre-Kindergarten	85	12.6%	4.3%	4.4%
Kindergarten	97	14.4%	6.4%	6.9%
Grade 1	116	17.2%	7.1%	7.1%
Grade 2	128	19.0%	7.0%	7.2%
Grade 3	100	14.9%	7.1%	7.3%
Grade 4	135	20.1%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	11	1.6%	7.2%	12.6%
Hispanic	643	95.5%	83.4%	52.6%
White	17	2.5%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	1	0.1%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	1	0.1%	0.6%	2.4%
Economically Disadvantaged	629	93.5%	86.3%	60.6%
Non-Educationally Disadvantaged	44	6.5%	13.7%	39.4%
Section 504 Students	13	1.9%	5.6%	6.5%
English Learners (EL)	343	51.0%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	12	1.8%	4.1%	3.6%
At-Risk	421	62.6%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	79			
By Type of Primary Disability				
Students with Intellectual Disabilities	16	20.3%	44.2%	42.4%
Students with Physical Disabilities	27	34.2%	16.3%	21.9%
Students with Autism	29	36.7%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	100	18.3%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

Total Students: 673
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	6	1.1%		
Hispanic	85	15.6%		
White	8	1.5%		
American Indian	1	0.2%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	11.8%	10.1%	3.1%	25.0%	12.3%	5.5%
Grade 2	6.7%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	1.7%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	17.5	18.9
Grade 1	18.7	17.7	18.8
Grade 2	17.9	17.0	18.7
Grade 3	16.3	16.9	18.9
Grade 4	19.1	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

Total Students: 673
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	75.5	100.0%	100.0%	100.0%
Professional Staff:	56.5	74.9%	59.1%	64.1%
Teachers	45.0	59.6%	46.1%	49.8%
Professional Support	9.5	12.6%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.7%	2.4%	3.0%
Educational Aides:	18.9	25.1%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	48.8	64.6%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	2.0	4.5%	10.1%	10.6%
Hispanic	23.9	53.2%	35.2%	27.7%
White	17.0	37.9%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.2%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.2%	1.1%	1.1%
Males	2.0	4.4%	24.4%	23.8%
Females	43.0	95.6%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	39.0	86.7%	76.3%	73.6%
Masters	6.0	13.3%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.3%	6.4%	7.0%
1-5 Years Experience	12.0	26.7%	35.0%	28.9%
6-10 Years Experience	14.0	31.1%	21.1%	19.0%
11-20 Years Experience	10.0	22.3%	26.5%	29.3%
Over 20 Years Experience	7.9	17.6%	10.9%	15.7%
Number of Students per Teacher	15.0	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

Total Students: 673
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.5	6.3
Average Years Experience of Principals with District	6.0	7.3	5.4
Average Years Experience of Assistant Principals	2.0	6.3	5.3
Average Years Experience of Assistant Principals with District	2.0	6.0	4.7
Average Years Experience of Teachers:	11.5	9.7	11.1
Average Years Experience of Teachers with District:	9.1	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$59,030	$51,929	$47,218
1-5 Years Experience	$53,810	$54,679	$50,408
6-10 Years Experience	$56,022	$56,719	$52,786
11-20 Years Experience	$55,547	$57,147	$56,041
Over 20 Years Experience	$63,595	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,732	$56,382	$54,122
Professional Support	$61,201	$70,595	$64,069
Campus Administration (School Leadership)	$93,001	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

Total Students: 673
Grade Span: EE - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	321	47.7%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	23	3.4%	5.3%	8.1%
Special Education	79	11.7%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	43.1	95.7%	68.3%	71.4%
Special Education	1.9	4.3%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **WILLIAMS ELEMENTARY**

Campus Number: **101917120**

2019 Accountability Rating: **C**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**75%**	*	76%	*	-	-	-	-	15%	*	75%	78%	75%	74%
	2018	77%	78%	**67%**	*	65%	*	-	-	-	*	33%	*	68%	62%	65%	63%
At Meets Grade Level or Above	2019	45%	42%	**37%**	*	38%	*	-	-	-	-	15%	*	35%	56%	34%	34%
	2018	43%	40%	**35%**	*	34%	*	-	-	-	*	27%	*	35%	31%	31%	24%
At Masters Grade Level	2019	27%	23%	**16%**	*	16%	*	-	-	-	-	8%	*	16%	22%	14%	13%
	2018	25%	19%	**17%**	*	17%	*	-	-	-	*	7%	*	18%	15%	15%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**73%**	*	74%	*	-	-	-	-	46%	*	72%	89%	71%	75%
	2018	78%	78%	**67%**	*	67%	*	-	-	-	*	29%	*	67%	62%	65%	72%
At Meets Grade Level or Above	2019	49%	41%	**38%**	*	38%	*	-	-	-	-	23%	*	36%	56%	38%	33%
	2018	47%	40%	**29%**	*	28%	*	-	-	-	*	29%	*	29%	31%	26%	24%
At Masters Grade Level	2019	25%	17%	**10%**	*	11%	*	-	-	-	-	0%	*	11%	0%	9%	5%
	2018	23%	16%	**10%**	*	10%	*	-	-	-	*	0%	*	8%	23%	7%	10%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**70%**	*	69%	*	-	-	-	-	53%	-	69%	76%	69%	64%
	2018	73%	71%	**57%**	*	55%	*	-	-	-	*	43%	*	57%	58%	55%	51%
At Meets Grade Level or Above	2019	44%	41%	**37%**	*	35%	*	-	-	-	-	29%	-	37%	38%	35%	22%
	2018	46%	41%	**40%**	*	38%	*	-	-	-	*	36%	*	38%	46%	38%	31%
At Masters Grade Level	2019	22%	17%	**18%**	*	17%	*	-	-	-	-	6%	-	17%	24%	18%	10%
	2018	24%	19%	**16%**	*	13%	*	-	-	-	*	0%	*	18%	12%	13%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**65%**	*	65%	*	-	-	-	-	29%	-	65%	62%	64%	72%
	2018	78%	77%	**56%**	*	54%	*	-	-	-	*	43%	*	56%	58%	55%	56%
At Meets Grade Level or Above	2019	48%	40%	**35%**	*	34%	*	-	-	-	-	24%	-	35%	38%	32%	32%
	2018	49%	43%	**27%**	*	24%	*	-	-	-	*	29%	*	26%	31%	25%	18%
At Masters Grade Level	2019	28%	18%	**16%**	*	16%	*	-	-	-	-	12%	-	18%	10%	14%	12%
	2018	27%	20%	**8%**	*	7%	*	-	-	-	*	7%	*	9%	4%	7%	8%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**58%**	*	57%	*	-	-	-	-	29%	-	59%	52%	55%	49%
	2018	63%	62%	**42%**	*	40%	*	-	-	-	*	23%	*	39%	54%	40%	34%
At Meets Grade Level or Above	2019	35%	30%	**28%**	*	27%	*	-	-	-	-	24%	-	28%	29%	24%	19%
	2018	39%	36%	**22%**	*	20%	*	-	-	-	*	23%	*	20%	27%	21%	16%
At Masters Grade Level	2019	11%	8%	**8%**	*	8%	*	-	-	-	-	6%	-	10%	0%	8%	4%
	2018	11%	8%	**6%**	*	5%	*	-	-	-	*	15%	*	7%	4%	4%	1%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**68%**	73%	68%	67%	-	-	-	-	35%	*	68%	68%	66%	67%
	2018	77%	74%	**58%**	92%	57%	86%	-	-	-	100%	34%	91%	58%	58%	56%	55%
At Meets Grade Level or Above	2019	50%	45%	**35%**	45%	34%	58%	-	-	-	-	23%	*	34%	40%	33%	28%
	2018	48%	42%	**30%**	58%	29%	71%	-	-	-	100%	29%	55%	30%	34%	28%	22%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Total Students: 556
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**14%**	27%	14%	17%	-	-	-	-	6%	*	14%	11%	13%	9%
	2018	22%	16%	**12%**	33%	10%	29%	-	-	-	80%	6%	18%	12%	10%	9%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**73%**	*	72%	80%	-	-	-	-	37%	*	72%	77%	71%	68%
	2018	74%	69%	**62%**	100%	60%	*	-	-	-	*	38%	*	63%	59%	60%	57%
At Meets Grade Level or Above	2019	48%	42%	**37%**	*	36%	60%	-	-	-	-	23%	*	36%	43%	35%	28%
	2018	46%	39%	**37%**	60%	36%	*	-	-	-	*	31%	*	36%	41%	35%	27%
At Masters Grade Level	2019	21%	15%	**17%**	*	17%	20%	-	-	-	-	7%	*	16%	23%	16%	12%
	2018	19%	14%	**17%**	60%	15%	*	-	-	-	*	3%	*	18%	13%	14%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**68%**	*	69%	60%	-	-	-	-	37%	*	68%	70%	67%	74%
	2018	81%	80%	**61%**	80%	61%	*	-	-	-	*	36%	*	62%	59%	60%	63%
At Meets Grade Level or Above	2019	52%	47%	**37%**	*	36%	60%	-	-	-	-	23%	*	35%	43%	35%	32%
	2018	50%	43%	**28%**	60%	26%	*	-	-	-	*	29%	*	27%	31%	25%	21%
At Masters Grade Level	2019	26%	21%	**14%**	*	14%	0%	-	-	-	-	7%	*	15%	7%	12%	8%
	2018	24%	17%	**9%**	20%	8%	*	-	-	-	*	4%	*	9%	10%	7%	9%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**58%**	*	57%	*	-	-	-	-	29%	-	59%	52%	55%	49%
	2018	66%	62%	**42%**	*	40%	*	-	-	-	*	23%	*	39%	54%	40%	34%
At Meets Grade Level or Above	2019	38%	32%	**28%**	*	27%	*	-	-	-	-	24%	-	28%	29%	24%	19%
	2018	41%	35%	**22%**	*	20%	*	-	-	-	*	23%	*	20%	27%	21%	16%
At Masters Grade Level	2019	14%	10%	**8%**	*	8%	*	-	-	-	-	6%	-	10%	0%	8%	4%
	2018	13%	8%	**6%**	*	5%	*	-	-	-	*	15%	*	7%	4%	4%	1%

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

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Total Students: 556
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**73**	*	72	*	-	-	-	-	75	-	71	83	72	68
	2018	63	61	**64**	*	63	*	-	-	-	*	85	*	63	70	62	58
Grade 4 Mathematics	2019	65	61	**68**	*	68	*	-	-	-	-	73	-	69	64	67	66
	2018	65	61	**47**	*	46	*	-	-	-	*	50	*	48	42	46	38
All Grades Both Subjects	2019	69	69	**70**	83	70	*	-	-	-	-	74	-	70	73	70	67
	2018	69	68	**55**	*	54	*	-	-	-	*	67	42	55	55	53	47
All Grades ELA/Reading	2019	68	68	**73**	*	72	*	-	-	-	-	75	-	71	83	72	68
	2018	69	68	**64**	*	63	*	-	-	-	*	85	*	63	70	62	58
All Grades Mathematics	2019	70	70	**68**	*	68	*	-	-	-	-	73	-	69	64	67	66
	2018	70	69	**47**	*	46	*	-	-	-	*	50	*	48	42	46	38

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Total Students: 556
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**48%**	-	48%	-	-	-	-	-	43%	45%	46%
	2018	38%	36%	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**15%**	*	16%	*	-	-	-	-	10%	17%	45%
	2018	47%	48%	*	-	*	-	-	-	-	-	*	*	*

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**68%**	65%	-	65%	-	-	-	-	-	68%	65%	65%
	2018	77%	74%	**58%**	50%	-	50%	-	-	-	-	-	35%	50%	48%
At Meets Grade Level or Above	2019	50%	45%	**35%**	25%	-	25%	-	-	-	-	-	16%	25%	25%
	2018	48%	42%	**30%**	14%	-	14%	-	-	-	-	-	11%	14%	14%
At Masters Grade Level	2019	24%	18%	**14%**	7%	-	7%	-	-	-	-	-	4%	7%	7%
	2018	22%	16%	**12%**	6%	-	6%	-	-	-	-	-	5%	6%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**73%**	67%	-	67%	-	-	-	-	-	70%	67%	67%
	2018	74%	69%	**62%**	51%	-	51%	-	-	-	-	-	53%	51%	52%
At Meets Grade Level or Above	2019	48%	42%	**37%**	25%	-	25%	-	-	-	-	-	20%	25%	24%
	2018	46%	39%	**37%**	18%	-	18%	-	-	-	-	-	27%	18%	19%
At Masters Grade Level	2019	21%	15%	**17%**	11%	-	11%	-	-	-	-	-	0%	11%	10%
	2018	19%	14%	**17%**	8%	-	8%	-	-	-	-	-	13%	8%	9%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**68%**	74%	-	74%	-	-	-	-	-	60%	74%	73%
	2018	81%	80%	**61%**	62%	-	62%	-	-	-	-	-	33%	62%	58%
At Meets Grade Level or Above	2019	52%	47%	**37%**	32%	-	32%	-	-	-	-	-	10%	32%	30%
	2018	50%	43%	**28%**	16%	-	16%	-	-	-	-	-	0%	16%	14%
At Masters Grade Level	2019	26%	21%	**14%**	6%	-	6%	-	-	-	-	-	10%	6%	6%
	2018	24%	17%	**9%**	7%	-	7%	-	-	-	-	-	0%	7%	6%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**58%**	43%	-	43%	-	-	-	-	-	80%	43%	46%
	2018	66%	62%	**42%**	17%	-	17%	-	-	-	-	-	0%	17%	15%
At Meets Grade Level or Above	2019	38%	32%	**28%**	15%	-	15%	-	-	-	-	-	20%	15%	15%
	2018	41%	35%	**22%**	2%	-	2%	-	-	-	-	-	0%	2%	2%
At Masters Grade Level	2019	14%	10%	**8%**	2%	-	2%	-	-	-	-	-	0%	2%	2%
	2018	13%	8%	**6%**	0%	-	0%	-	-	-	-	-	0%	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**70%**	65%	-	65%	-	-	-	-	-	85%	65%	67%
	2018	69%	68%	**55%**	42%	-	42%	-	-	-	-	-	59%	42%	45%
All Grades ELA/Reading	2019	68%	68%	**73%**	64%	-	64%	-	-	-	-	-	90%	64%	67%
	2018	69%	68%	**64%**	56%	-	56%	-	-	-	-	-	81%	56%	61%
All Grades Mathematics	2019	70%	70%	**68%**	65%	-	65%	-	-	-	-	-	80%	65%	66%
	2018	70%	69%	**47%**	32%	-	32%	-	-	-	-	-	38%	32%	33%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**48%**	36%	-	36%	-	-	-	-	-	*	36%	46%
	2018	38%	36%	*	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**15%**	50%	-	50%	-	-	-	-	-	*	50%	45%
	2018	47%	48%	*	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Total Students: 556
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**96%**	100%	97%	80%	-	-	-	-	93%	97%	96%
Not Included in Accountability													
Mobile	4%	3%	**3%**	0%	3%	20%	-	-	-	-	7%	3%	3%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	100%	97%	99%	99%
Included in Accountability	94%	94%	**92%**	100%	92%	100%	-	-	-	100%	91%	92%	93%
Not Included in Accountability													
Mobile	4%	4%	**8%**	0%	8%	0%	-	-	-	0%	6%	7%	6%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	3%	1%	1%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	1%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	1%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Total Students: 556
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.3%**	94.6%	96.3%	94.6%	-	*	-	*	94.1%	96.4%	96.9%
2016-17	95.7%	94.6%	**96.6%**	94.8%	96.7%	95.3%	-	*	-	*	96.0%	96.7%	97.5%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Total Students: 556
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

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

Total Students: 556
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
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Total Students: 556
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Total Students: 556
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Total Students: 556
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Total Students: 556
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Total Students: 556
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	556	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	77	13.8%	4.3%	4.4%
Kindergarten	81	14.6%	6.4%	6.9%
Grade 1	80	14.4%	7.1%	7.1%
Grade 2	92	16.5%	7.0%	7.2%
Grade 3	100	18.0%	7.1%	7.3%
Grade 4	126	22.7%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	8	1.4%	7.2%	12.6%
Hispanic	534	96.0%	83.4%	52.6%
White	12	2.2%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	1	0.2%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.4%
Economically Disadvantaged	511	91.9%	86.3%	60.6%
Non-Educationally Disadvantaged	45	8.1%	13.7%	39.4%
Section 504 Students	26	4.7%	5.6%	6.5%
English Learners (EL)	297	53.4%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	21	3.8%	4.1%	3.6%
At-Risk	454	81.7%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	53			
By Type of Primary Disability				
Students with Intellectual Disabilities	16	30.2%	44.2%	42.4%
Students with Physical Disabilities	17	32.1%	16.3%	21.9%
Students with Autism	7	13.2%	21.4%	13.7%
Students with Behavioral Disabilities	13	24.5%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	78	15.7%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Total Students: 556
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	2	0.4%		
Hispanic	69	13.9%		
White	5	1.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.4%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	0.0%	10.1%	3.1%	0.0%	12.3%	5.5%
Grade 2	0.0%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	0.0%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	17.5	18.9
Grade 1	17.3	17.7	18.8
Grade 2	14.2	17.0	18.7
Grade 3	14.3	16.9	18.9
Grade 4	16.5	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Total Students: 556
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	64.9	100.0%	100.0%	100.0%
Professional Staff:	48.1	74.1%	59.1%	64.1%
Teachers	39.1	60.3%	46.1%	49.8%
Professional Support	7.0	10.8%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.1%	2.4%	3.0%
Educational Aides:	16.8	25.9%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	46.8	72.0%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	4.0	10.2%	10.1%	10.6%
Hispanic	20.0	51.0%	35.2%	27.7%
White	15.2	38.7%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	3.0	7.7%	24.4%	23.8%
Females	36.1	92.3%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	30.1	77.0%	76.3%	73.6%
Masters	9.0	23.0%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.6%	6.4%	7.0%
1-5 Years Experience	12.0	30.7%	35.0%	28.9%
6-10 Years Experience	17.0	43.4%	21.1%	19.0%
11-20 Years Experience	8.1	20.8%	26.5%	29.3%
Over 20 Years Experience	1.0	2.6%	10.9%	15.7%
Number of Students per Teacher	14.2	n/a	13.9	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Total Students: 556
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	7.5	6.3
Average Years Experience of Principals with District	1.0	7.3	5.4
Average Years Experience of Assistant Principals	8.0	6.3	5.3
Average Years Experience of Assistant Principals with District	8.0	6.0	4.7
Average Years Experience of Teachers:	7.9	9.7	11.1
Average Years Experience of Teachers with District:	5.5	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,140	$51,929	$47,218
1-5 Years Experience	$54,675	$54,679	$50,408
6-10 Years Experience	$57,032	$56,719	$52,786
11-20 Years Experience	$50,611	$57,147	$56,041
Over 20 Years Experience	$63,588	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,044	$56,382	$54,122
Professional Support	$61,087	$70,595	$64,069
Campus Administration (School Leadership)	$91,841	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

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

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

Total Students: 556
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	273	49.1%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	15	2.7%	5.3%	8.1%
Special Education	53	9.5%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.6	4.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	37.3	95.4%	68.3%	71.4%
Special Education	0.3	0.7%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MCMASTERS EL**

Campus Number: **101917122**

2019 Accountability Rating: **C**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**84%**	-	86%	63%	-	-	-	*	70%	*	88%	62%	83%	81%
	2018	77%	78%	**76%**	*	73%	100%	-	-	-	-	58%	*	78%	67%	75%	85%
At Meets Grade Level or Above	2019	45%	42%	**37%**	-	38%	25%	-	-	-	*	40%	*	43%	8%	31%	35%
	2018	43%	40%	**38%**	*	38%	44%	-	-	-	-	33%	*	38%	40%	36%	48%
At Masters Grade Level	2019	27%	23%	**25%**	-	25%	13%	-	-	-	*	10%	*	28%	8%	20%	26%
	2018	25%	19%	**16%**	*	15%	22%	-	-	-	-	0%	*	16%	20%	16%	21%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**79%**	-	81%	63%	-	-	-	*	60%	*	83%	62%	80%	74%
	2018	78%	78%	**84%**	*	81%	100%	-	-	-	-	67%	*	83%	87%	84%	91%
At Meets Grade Level or Above	2019	49%	41%	**45%**	-	44%	50%	-	-	-	*	50%	*	50%	23%	44%	48%
	2018	47%	40%	**36%**	*	33%	56%	-	-	-	-	42%	*	39%	20%	34%	52%
At Masters Grade Level	2019	25%	17%	**16%**	-	14%	38%	-	-	-	*	10%	*	18%	8%	16%	13%
	2018	23%	16%	**12%**	*	12%	0%	-	-	-	-	8%	*	13%	7%	11%	24%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**73%**	-	70%	100%	-	-	-	*	67%	*	74%	68%	71%	73%
	2018	73%	71%	**67%**	*	64%	100%	-	-	-	*	43%	*	68%	67%	65%	53%
At Meets Grade Level or Above	2019	44%	41%	**37%**	-	33%	70%	-	-	-	*	20%	*	37%	37%	38%	27%
	2018	46%	41%	**37%**	*	34%	57%	-	-	-	*	43%	*	35%	43%	38%	22%
At Masters Grade Level	2019	22%	17%	**18%**	-	12%	60%	-	-	-	*	0%	*	15%	26%	18%	3%
	2018	24%	19%	**16%**	*	18%	0%	-	-	-	*	29%	*	13%	24%	17%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**81%**	*	81%	90%	-	-	-	*	67%	*	80%	84%	82%	91%
	2018	78%	77%	**78%**	*	78%	86%	-	-	-	*	43%	*	81%	71%	78%	86%
At Meets Grade Level or Above	2019	48%	40%	**35%**	*	34%	50%	-	-	-	*	27%	*	33%	42%	36%	48%
	2018	49%	43%	**51%**	*	50%	57%	-	-	-	*	43%	*	53%	43%	51%	53%
At Masters Grade Level	2019	28%	18%	**9%**	*	10%	10%	-	-	-	*	7%	*	9%	11%	10%	18%
	2018	27%	20%	**24%**	*	24%	29%	-	-	-	*	29%	*	24%	24%	25%	22%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**63%**	-	62%	80%	-	-	-	*	27%	*	62%	68%	63%	67%
	2018	63%	62%	**64%**	*	62%	86%	-	-	-	*	43%	*	63%	67%	63%	53%
At Meets Grade Level or Above	2019	35%	30%	**24%**	-	21%	50%	-	-	-	*	20%	*	23%	26%	25%	9%
	2018	39%	36%	**39%**	*	36%	57%	-	-	-	*	43%	*	34%	52%	36%	19%
At Masters Grade Level	2019	11%	8%	**7%**	-	7%	10%	-	-	-	*	0%	*	5%	16%	7%	0%
	2018	11%	8%	**5%**	*	5%	0%	-	-	-	*	0%	*	5%	5%	4%	3%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**76%**	*	76%	80%	-	-	-	60%	57%	73%	77%	70%	75%	77%
	2018	77%	74%	**74%**	100%	72%	95%	-	-	-	*	53%	100%	75%	71%	73%	73%
At Meets Grade Level or Above	2019	50%	45%	**35%**	*	33%	50%	-	-	-	40%	29%	36%	37%	29%	35%	34%
	2018	48%	42%	**40%**	71%	38%	54%	-	-	-	*	40%	78%	40%	41%	39%	39%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

Total Students: 429
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**15%**	*	13%	26%	-	-	-	20%	5%	18%	15%	14%	14%	12%
	2018	22%	16%	**15%**	29%	15%	10%	-	-	-	*	11%	33%	14%	16%	15%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**78%**	-	77%	83%	-	-	-	*	68%	*	81%	66%	76%	77%
	2018	74%	69%	**72%**	*	68%	100%	-	-	-	*	53%	*	73%	67%	71%	68%
At Meets Grade Level or Above	2019	48%	42%	**37%**	-	35%	50%	-	-	-	*	28%	*	40%	25%	35%	31%
	2018	46%	39%	**38%**	*	36%	50%	-	-	-	*	37%	*	37%	42%	37%	35%
At Masters Grade Level	2019	21%	15%	**21%**	-	18%	39%	-	-	-	*	4%	*	22%	19%	19%	14%
	2018	19%	14%	**16%**	*	16%	13%	-	-	-	*	11%	*	14%	22%	16%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**80%**	*	81%	78%	-	-	-	*	64%	*	82%	75%	81%	83%
	2018	81%	80%	**81%**	*	80%	94%	-	-	-	*	58%	*	82%	78%	81%	88%
At Meets Grade Level or Above	2019	52%	47%	**40%**	*	39%	50%	-	-	-	*	36%	*	41%	34%	40%	48%
	2018	50%	43%	**43%**	*	41%	56%	-	-	-	*	42%	*	45%	33%	42%	52%
At Masters Grade Level	2019	26%	21%	**13%**	*	12%	22%	-	-	-	*	8%	*	13%	9%	13%	16%
	2018	24%	17%	**18%**	*	18%	13%	-	-	-	*	16%	*	18%	17%	18%	23%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**63%**	-	62%	80%	-	-	-	*	27%	*	62%	68%	63%	67%
	2018	66%	62%	**64%**	*	62%	86%	-	-	-	*	43%	*	63%	67%	63%	53%
At Meets Grade Level or Above	2019	38%	32%	**24%**	-	21%	50%	-	-	-	*	20%	*	23%	26%	25%	9%
	2018	41%	35%	**39%**	*	36%	57%	-	-	-	*	43%	*	34%	52%	36%	19%
At Masters Grade Level	2019	14%	10%	**7%**	-	7%	10%	-	-	-	*	0%	*	5%	16%	7%	0%
	2018	13%	8%	**5%**	*	5%	0%	-	-	-	*	0%	*	5%	5%	4%	3%

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

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

Total Students: 429
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**71**	-	68	90	-	-	-	*	77	*	72	67	72	67
	2018	63	61	**67**	*	64	75	-	-	-	*	83	*	59	81	70	*
Grade 4 Mathematics	2019	65	61	**56**	*	57	55	-	-	-	*	60	*	55	62	60	64
	2018	65	61	**53**	*	54	42	-	-	-	*	83	*	53	50	52	57
All Grades Both Subjects	2019	69	69	**62**	*	61	73	-	-	-	*	67	60	61	64	65	64
	2018	69	68	**58**	*	57	58	-	-	-	*	83	*	55	64	59	55
All Grades ELA/Reading	2019	68	68	**71**	-	68	90	-	-	-	*	77	*	72	67	72	67
	2018	69	68	**67**	*	64	75	-	-	-	*	83	*	59	81	70	*
All Grades Mathematics	2019	70	70	**56**	*	57	55	-	-	-	*	60	*	55	62	60	64
	2018	70	69	**53**	*	54	42	-	-	-	*	83	*	53	50	52	57

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

Total Students: 429
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**47%**	-	47%	-	-	-	-	-	43%	38%	*
	2018	38%	36%	**44%**	-	36%	*	-	-	-	*	*	43%	*
Mathematics	2019	45%	48%	**23%**	-	23%	-	-	-	-	-	17%	17%	*
	2018	47%	48%	*	-	*	-	-	-	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

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

Total Students: 429
Grade Span: EE - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**76%**	78%	-	78%	-	-	-	-	-	70%	78%	77%
	2018	77%	74%	**74%**	75%	-	75%	-	-	-	-	-	36%	75%	72%
At Meets Grade Level or Above	2019	50%	45%	**35%**	35%	-	35%	-	-	-	-	-	15%	35%	32%
	2018	48%	42%	**40%**	41%	-	41%	-	-	-	-	-	0%	41%	37%
At Masters Grade Level	2019	24%	18%	**15%**	14%	-	14%	-	-	-	-	-	0%	14%	12%
	2018	22%	16%	**15%**	17%	-	17%	-	-	-	-	-	0%	17%	15%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**78%**	76%	-	76%	-	-	-	-	-	75%	76%	76%
	2018	74%	69%	**72%**	69%	-	69%	-	-	-	-	-	50%	69%	67%
At Meets Grade Level or Above	2019	48%	42%	**37%**	33%	-	33%	-	-	-	-	-	13%	33%	30%
	2018	46%	39%	**38%**	36%	-	36%	-	-	-	-	-	0%	36%	33%
At Masters Grade Level	2019	21%	15%	**21%**	16%	-	16%	-	-	-	-	-	0%	16%	14%
	2018	19%	14%	**16%**	15%	-	15%	-	-	-	-	-	0%	15%	13%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**80%**	84%	-	84%	-	-	-	-	-	75%	84%	83%
	2018	81%	80%	**81%**	93%	-	93%	-	-	-	-	-	33%	93%	88%
At Meets Grade Level or Above	2019	52%	47%	**40%**	51%	-	51%	-	-	-	-	-	25%	51%	48%
	2018	50%	43%	**43%**	57%	-	57%	-	-	-	-	-	0%	57%	52%
At Masters Grade Level	2019	26%	21%	**13%**	18%	-	18%	-	-	-	-	-	0%	18%	16%
	2018	24%	17%	**18%**	26%	-	26%	-	-	-	-	-	0%	26%	24%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**63%**	68%	-	68%	-	-	-	-	-	*	68%	66%
	2018	66%	62%	**64%**	55%	-	55%	-	-	-	-	-	*	55%	51%
At Meets Grade Level or Above	2019	38%	32%	**24%**	7%	-	7%	-	-	-	-	-	*	7%	6%
	2018	41%	35%	**39%**	18%	-	18%	-	-	-	-	-	*	18%	17%
At Masters Grade Level	2019	14%	10%	**7%**	0%	-	0%	-	-	-	-	-	*	0%	0%
	2018	13%	8%	**5%**	3%	-	3%	-	-	-	-	-	*	3%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**62%**	64%	-	64%	-	-	-	-	-	56%	64%	63%
	2018	69%	68%	**58%**	60%	-	60%	-	-	-	-	-	*	60%	56%
All Grades ELA/Reading	2019	68%	68%	**71%**	*	-	*	-	-	-	-	-	*	*	60%
	2018	69%	68%	**67%**	-	-	-	-	-	-	-	-	*	-	*
All Grades Mathematics	2019	70%	70%	**56%**	63%	-	63%	-	-	-	-	-	*	63%	63%
	2018	70%	69%	**53%**	60%	-	60%	-	-	-	-	-	*	60%	59%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**47%**	-	-	-	-	-	-	-	-	*	-	*
	2018	38%	36%	**44%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2019	45%	48%	**23%**	-	-	-	-	-	-	-	-	*	-	*
	2018	47%	48%	*	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

Total Students: 429
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	-	-	100%	100%	99%	100%
Included in Accountability	94%	94%	**91%**	*	92%	92%	-	-	-	71%	94%	94%	93%
Not Included in Accountability													
Mobile	4%	3%	**8%**	*	7%	8%	-	-	-	29%	3%	4%	7%
Other Exclusions	1%	2%	**0%**	*	1%	0%	-	-	-	0%	3%	1%	0%
Not Tested	1%	1%	**0%**	*	0%	0%	-	-	-	0%	0%	1%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	0%	0%	1%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	99%	100%	-	-	-	*	100%	99%	100%
Included in Accountability	94%	94%	**98%**	100%	97%	100%	-	-	-	*	96%	97%	98%
Not Included in Accountability													
Mobile	4%	4%	**2%**	0%	2%	0%	-	-	-	*	4%	2%	2%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	1%	0%	-	-	-	*	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	1%	0%	-	-	-	*	0%	1%	0%

District Name: PASADENA ISD
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Campus Number: 101917122

Total Students: 429
Grade Span: EE - 04
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.7%**	*	95.9%	94.3%	-	-	-	*	94.8%	95.5%	96.9%
2016-17	95.7%	94.6%	**95.9%**	*	95.9%	95.2%	-	-	-	*	95.4%	95.8%	96.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

Total Students: 429
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

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

Total Students: 429
Grade Span: EE - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
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Total Students: 429
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	429	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	11	2.6%	0.3%	0.3%
Pre-Kindergarten	40	9.3%	4.3%	4.4%
Kindergarten	67	15.6%	6.4%	6.9%
Grade 1	68	15.9%	7.1%	7.1%
Grade 2	82	19.1%	7.0%	7.2%
Grade 3	75	17.5%	7.1%	7.3%
Grade 4	86	20.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	6	1.4%	7.2%	12.6%
Hispanic	378	88.1%	83.4%	52.6%
White	43	10.0%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	2	0.5%	0.6%	2.4%
Economically Disadvantaged	389	90.7%	86.3%	60.6%
Non-Educationally Disadvantaged	40	9.3%	13.7%	39.4%
Section 504 Students	22	5.1%	5.6%	6.5%
English Learners (EL)	168	39.2%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	14	3.3%	4.1%	3.6%
At-Risk	238	55.5%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	55			
By Type of Primary Disability				
Students with Intellectual Disabilities	7	12.7%	44.2%	42.4%
Students with Physical Disabilities	14	25.5%	16.3%	21.9%
Students with Autism	24	43.6%	21.4%	13.7%
Students with Behavioral Disabilities	5	9.1%	17.1%	20.6%
Students with Non-Categorical Early Childhood	5	9.1%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	41	10.9%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	0	0.0%		
Hispanic	35	9.3%		
White	6	1.6%		
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	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	13.0%	10.1%	3.1%	7.7%	12.3%	5.5%
Grade 2	6.2%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	3.8%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	1.3%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	17.5	18.9
Grade 1	15.9	17.7	18.8
Grade 2	17.5	17.0	18.7
Grade 3	14.3	16.9	18.9
Grade 4	17.1	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

Total Students: 429
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	55.5	100.0%	100.0%	100.0%
Professional Staff:	42.5	76.6%	59.1%	64.1%
Teachers	33.3	59.9%	46.1%	49.8%
Professional Support	7.2	13.1%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.6%	2.4%	3.0%
Educational Aides:	13.0	23.4%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	31.0	55.9%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	10.1%	10.6%
Hispanic	15.0	45.1%	35.2%	27.7%
White	15.3	45.9%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	6.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	3.0%	1.1%	1.1%
Males	4.1	12.2%	24.4%	23.8%
Females	29.2	87.8%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	29.3	88.0%	76.3%	73.6%
Masters	4.0	12.0%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.0%	6.4%	7.0%
1-5 Years Experience	16.0	48.1%	35.0%	28.9%
6-10 Years Experience	1.0	3.0%	21.1%	19.0%
11-20 Years Experience	11.3	33.8%	26.5%	29.3%
Over 20 Years Experience	4.0	12.0%	10.9%	15.7%
Number of Students per Teacher	12.9	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

Total Students: 429
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	7.5	6.3
Average Years Experience of Principals with District	9.0	7.3	5.4
Average Years Experience of Assistant Principals	22.0	6.3	5.3
Average Years Experience of Assistant Principals with District	22.0	6.0	4.7
Average Years Experience of Teachers:	10.8	9.7	11.1
Average Years Experience of Teachers with District:	8.6	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,140	$51,929	$47,218
1-5 Years Experience	$54,895	$54,679	$50,408
6-10 Years Experience	$56,120	$56,719	$52,786
11-20 Years Experience	$52,176	$57,147	$56,041
Over 20 Years Experience	$61,890	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,801	$56,382	$54,122
Professional Support	$60,366	$70,595	$64,069
Campus Administration (School Leadership)	$100,891	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

Total Students: 429
Grade Span: EE - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	153	35.7%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	30	7.0%	5.3%	8.1%
Special Education	55	12.8%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	9.7	29.2%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	19.6	58.9%	68.3%	71.4%
Special Education	3.9	11.9%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **STUCHBERY EL**

Campus Number: **101917123**

2019 Accountability Rating: **C**

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District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Total Students: 686
Grade Span: PK - 04
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**80%**	71%	84%	80%	-	77%	-	*	64%	*	83%	73%	80%	94%
	2018	77%	78%	**81%**	71%	84%	91%	-	82%	*	*	73%	-	83%	77%	82%	83%
At Meets Grade Level or Above	2019	45%	42%	**43%**	23%	48%	40%	-	54%	-	*	21%	*	48%	27%	43%	60%
	2018	43%	40%	**39%**	29%	40%	64%	-	36%	*	*	36%	-	38%	42%	37%	45%
At Masters Grade Level	2019	27%	23%	**23%**	10%	23%	20%	-	38%	-	*	7%	*	24%	17%	23%	38%
	2018	25%	19%	**18%**	6%	19%	27%	-	27%	*	*	9%	-	17%	23%	16%	29%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**77%**	58%	83%	80%	-	85%	-	*	57%	*	80%	70%	77%	92%
	2018	78%	78%	**72%**	53%	79%	73%	-	82%	*	*	73%	-	72%	73%	73%	86%
At Meets Grade Level or Above	2019	49%	41%	**41%**	13%	47%	40%	-	69%	-	*	36%	*	44%	30%	40%	68%
	2018	47%	40%	**40%**	16%	45%	55%	-	64%	*	*	45%	-	38%	46%	37%	64%
At Masters Grade Level	2019	25%	17%	**23%**	3%	29%	20%	-	38%	-	*	14%	*	24%	20%	23%	46%
	2018	23%	16%	**13%**	3%	15%	0%	-	36%	*	*	0%	-	13%	15%	12%	29%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**78%**	72%	78%	73%	-	100%	-	*	45%	*	79%	74%	77%	90%
	2018	73%	71%	**78%**	67%	77%	92%	-	89%	-	*	10%	*	81%	69%	77%	77%
At Meets Grade Level or Above	2019	44%	41%	**45%**	39%	40%	64%	-	78%	-	*	45%	*	46%	42%	44%	48%
	2018	46%	41%	**48%**	24%	53%	67%	-	33%	-	*	10%	*	54%	28%	44%	48%
At Masters Grade Level	2019	22%	17%	**14%**	6%	16%	18%	-	33%	-	*	18%	*	14%	16%	12%	18%
	2018	24%	19%	**21%**	5%	21%	42%	-	22%	-	*	10%	*	27%	3%	18%	23%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**69%**	58%	70%	73%	-	89%	-	*	64%	*	70%	66%	69%	83%
	2018	78%	77%	**71%**	57%	77%	50%	-	89%	-	*	20%	*	77%	55%	70%	77%
At Meets Grade Level or Above	2019	48%	40%	**30%**	22%	30%	27%	-	67%	-	*	45%	*	30%	29%	29%	43%
	2018	49%	43%	**39%**	24%	40%	33%	-	78%	-	*	0%	*	48%	14%	37%	55%
At Masters Grade Level	2019	28%	18%	**12%**	3%	10%	18%	-	56%	-	*	18%	*	11%	13%	9%	20%
	2018	27%	20%	**18%**	14%	17%	17%	-	33%	-	*	0%	*	22%	3%	19%	26%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**65%**	72%	57%	73%	-	89%	-	*	45%	*	67%	59%	65%	59%
	2018	63%	62%	**65%**	48%	66%	75%	-	89%	-	*	20%	*	70%	50%	64%	74%
At Meets Grade Level or Above	2019	35%	30%	**29%**	25%	27%	27%	-	56%	-	*	45%	*	31%	26%	29%	22%
	2018	39%	36%	**29%**	24%	29%	33%	-	33%	-	*	0%	*	36%	10%	26%	45%
At Masters Grade Level	2019	11%	8%	**5%**	3%	4%	0%	-	33%	-	*	9%	*	4%	8%	5%	10%
	2018	11%	8%	**8%**	0%	8%	17%	-	22%	-	*	0%	*	9%	7%	6%	16%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**74%**	66%	75%	74%	-	87%	-	100%	56%	60%	76%	68%	74%	84%
	2018	77%	74%	**74%**	60%	77%	76%	-	86%	*	70%	40%	*	77%	64%	73%	80%
At Meets Grade Level or Above	2019	50%	45%	**37%**	25%	38%	40%	-	64%	-	71%	38%	20%	40%	31%	37%	49%
	2018	48%	42%	**39%**	23%	41%	50%	-	49%	*	30%	19%	*	43%	27%	36%	52%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Total Students: 686
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**15%**	5%	16%	14%	-	40%	-	43%	13%	20%	16%	14%	14%	28%
	2018	22%	16%	**16%**	6%	16%	21%	-	29%	*	10%	4%	*	17%	10%	14%	25%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**79%**	72%	81%	75%	-	86%	-	*	56%	*	81%	74%	78%	92%
	2018	74%	69%	**80%**	69%	80%	91%	-	85%	*	*	43%	*	82%	73%	79%	81%
At Meets Grade Level or Above	2019	48%	42%	**44%**	31%	44%	56%	-	64%	-	*	32%	*	47%	35%	43%	54%
	2018	46%	39%	**43%**	27%	47%	65%	-	35%	*	*	24%	*	46%	35%	40%	47%
At Masters Grade Level	2019	21%	15%	**18%**	7%	19%	19%	-	36%	-	*	12%	*	19%	16%	17%	29%
	2018	19%	14%	**19%**	6%	20%	35%	-	25%	*	*	10%	*	21%	13%	17%	26%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**73%**	58%	77%	75%	-	86%	-	*	60%	*	75%	68%	73%	88%
	2018	81%	80%	**72%**	55%	78%	61%	-	85%	*	*	48%	*	74%	64%	72%	82%
At Meets Grade Level or Above	2019	52%	47%	**35%**	18%	38%	31%	-	68%	-	*	40%	*	37%	29%	34%	57%
	2018	50%	43%	**40%**	19%	43%	43%	-	70%	*	*	24%	*	43%	29%	37%	60%
At Masters Grade Level	2019	26%	21%	**18%**	3%	19%	19%	-	45%	-	*	16%	*	18%	16%	16%	34%
	2018	24%	17%	**15%**	8%	16%	9%	-	35%	*	*	0%	*	17%	9%	15%	27%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**65%**	72%	57%	73%	-	89%	-	*	45%	*	67%	59%	65%	59%
	2018	66%	62%	**65%**	48%	66%	75%	-	89%	-	*	20%	*	70%	50%	64%	74%
At Meets Grade Level or Above	2019	38%	32%	**29%**	25%	27%	27%	-	56%	-	*	45%	*	31%	26%	29%	22%
	2018	41%	35%	**29%**	24%	29%	33%	-	33%	-	*	0%	*	36%	10%	26%	45%
At Masters Grade Level	2019	14%	10%	**5%**	3%	4%	0%	-	33%	-	*	9%	*	4%	8%	5%	10%
	2018	13%	8%	**8%**	0%	8%	17%	-	22%	-	*	0%	*	9%	7%	6%	16%

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

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Total Students: 686
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**62**	56	61	68	-	83	-	*	55	*	59	70	59	63
	2018	63	61	**64**	69	61	73	-	67	-	*	90	-	65	63	62	55
Grade 4 Mathematics	2019	65	61	**47**	52	42	50	-	72	-	*	82	*	48	44	45	41
	2018	65	61	**60**	67	55	50	-	94	-	*	65	-	61	54	59	67
All Grades Both Subjects	2019	69	69	**55**	54	51	59	-	78	-	*	68	*	54	57	52	52
	2018	69	68	**62**	68	58	61	-	81	-	*	78	-	63	58	60	61
All Grades ELA/Reading	2019	68	68	**62**	56	61	68	-	83	-	*	55	*	59	70	59	63
	2018	69	68	**64**	69	61	73	-	67	-	*	90	-	65	63	62	55
All Grades Mathematics	2019	70	70	**47**	52	42	50	-	72	-	*	82	*	48	44	45	41
	2018	70	69	**60**	67	55	50	-	94	-	*	65	-	61	54	59	67

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Total Students: 686
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**41%**	33%	44%	*	-	*	-	-	20%	40%	57%
	2018	38%	36%	**38%**	*	38%	*	-	*	-	*	*	41%	*
Mathematics	2019	45%	48%	**13%**	17%	14%	*	-	*	-	-	*	12%	*
	2018	47%	48%	**23%**	*	33%	*	-	*	-	*	*	27%	*

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

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

Total Students: 686
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**74%**	84%	-	84%	-	-	88%	-	88%	76%	85%	84%
	2018	77%	74%	**74%**	88%	-	88%	-	-	83%	-	83%	50%	86%	78%
At Meets Grade Level or Above	2019	50%	45%	**37%**	46%	-	46%	-	-	60%	-	60%	35%	50%	47%
	2018	48%	42%	**39%**	66%	-	66%	-	-	44%	-	44%	19%	58%	49%
At Masters Grade Level	2019	24%	18%	**15%**	28%	-	28%	-	-	35%	-	35%	14%	29%	27%
	2018	22%	16%	**16%**	32%	-	32%	-	-	22%	-	22%	8%	28%	24%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**79%**	94%	-	94%	-	-	89%	-	89%	87%	93%	92%
	2018	74%	69%	**80%**	82%	-	82%	-	-	82%	-	82%	64%	82%	78%
At Meets Grade Level or Above	2019	48%	42%	**44%**	52%	-	52%	-	-	61%	-	61%	40%	54%	52%
	2018	46%	39%	**43%**	59%	-	59%	-	-	24%	-	24%	29%	47%	43%
At Masters Grade Level	2019	21%	15%	**18%**	30%	-	30%	-	-	33%	-	33%	20%	31%	29%
	2018	19%	14%	**19%**	32%	-	32%	-	-	18%	-	18%	21%	27%	26%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**73%**	90%	-	90%	-	-	89%	-	89%	80%	90%	88%
	2018	81%	80%	**72%**	97%	-	97%	-	-	82%	-	82%	43%	92%	82%
At Meets Grade Level or Above	2019	52%	47%	**35%**	58%	-	58%	-	-	67%	-	67%	40%	60%	57%
	2018	50%	43%	**40%**	74%	-	74%	-	-	71%	-	71%	14%	73%	60%
At Masters Grade Level	2019	26%	21%	**18%**	36%	-	36%	-	-	44%	-	44%	13%	38%	34%
	2018	24%	17%	**15%**	35%	-	35%	-	-	29%	-	29%	0%	33%	26%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**65%**	45%	-	45%	-	-	86%	-	86%	43%	56%	53%
	2018	66%	62%	**65%**	75%	-	75%	-	-	86%	-	86%	38%	80%	65%
At Meets Grade Level or Above	2019	38%	32%	**29%**	0%	-	0%	-	-	43%	-	43%	14%	11%	12%
	2018	41%	35%	**29%**	63%	-	63%	-	-	29%	-	29%	13%	47%	35%
At Masters Grade Level	2019	14%	10%	**5%**	0%	-	0%	-	-	14%	-	14%	0%	4%	3%
	2018	13%	8%	**8%**	13%	-	13%	-	-	14%	-	14%	0%	13%	9%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**55%**	38%	-	38%	-	-	79%	-	79%	61%	49%	52%
	2018	69%	68%	**62%**	56%	-	56%	-	-	82%	-	82%	71%	68%	69%
All Grades ELA/Reading	2019	68%	68%	**62%**	58%	-	58%	-	-	79%	-	79%	57%	63%	62%
	2018	69%	68%	**64%**	56%	-	56%	-	-	71%	-	71%	71%	63%	66%
All Grades Mathematics	2019	70%	70%	**47%**	18%	-	18%	-	-	79%	-	79%	64%	35%	41%
	2018	70%	69%	**60%**	56%	-	56%	-	-	93%	-	93%	71%	73%	73%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**41%**	*	-	*	-	-	*	-	*	*	60%	57%
	2018	38%	36%	**38%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2019	45%	48%	**13%**	*	-	*	-	-	*	-	*	*	*	*
	2018	47%	48%	**23%**	*	-	*	-	-	*	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

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

Total Students: 686
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**92%**	90%	90%	100%	-	100%	-	100%	87%	92%	91%
Not Included in Accountability													
Mobile	4%	3%	**8%**	10%	9%	0%	-	0%	-	0%	13%	8%	8%
Other Exclusions	1%	2%	**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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	99%	100%	100%	-	100%	*	100%	100%	99%	100%
Included in Accountability	94%	94%	**92%**	89%	92%	92%	-	94%	*	100%	91%	92%	87%
Not Included in Accountability													
Mobile	4%	4%	**7%**	10%	6%	8%	-	0%	*	0%	9%	6%	8%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	6%	*	0%	0%	1%	5%
Not Tested	1%	1%	**0%**	1%	0%	0%	-	0%	*	0%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	1%	0%	0%	-	0%	*	0%	0%	0%	0%

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Total Students: 686
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.8%**	95.5%	95.8%	95.4%	*	97.0%	*	94.2%	94.5%	95.7%	96.9%
2016-17	95.7%	94.6%	**96.4%**	96.0%	96.6%	95.6%	*	96.7%	*	95.1%	93.8%	96.4%	97.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Total Students: 686
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

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

Total Students: 686
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

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

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Total Students: 686
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Total Students: 686
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Other Postsecondary Indicators

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Total Students: 686
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	686	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	64	9.3%	4.3%	4.4%
Kindergarten	110	16.0%	6.4%	6.9%
Grade 1	122	17.8%	7.1%	7.1%
Grade 2	119	17.3%	7.0%	7.2%
Grade 3	132	19.2%	7.1%	7.3%
Grade 4	139	20.3%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	153	22.3%	7.2%	12.6%
Hispanic	420	61.2%	83.4%	52.6%
White	44	6.4%	5.6%	27.4%
American Indian	2	0.3%	0.1%	0.4%
Asian	55	8.0%	3.0%	4.5%
Pacific Islander	4	0.6%	0.1%	0.2%
Two or More Races	8	1.2%	0.6%	2.4%
Economically Disadvantaged	602	87.8%	86.3%	60.6%
Non-Educationally Disadvantaged	84	12.2%	13.7%	39.4%
Section 504 Students	18	2.6%	5.6%	6.5%
English Learners (EL)	200	29.2%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	20	2.9%	4.1%	3.6%
At-Risk	316	46.1%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	46			
By Type of Primary Disability				
Students with Intellectual Disabilities	19	41.3%	44.2%	42.4%
Students with Physical Disabilities	17	37.0%	16.3%	21.9%
Students with Autism	*	*	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	103	17.1%	15.6%	15.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Student Information

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Total Students: 686
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	30	5.0%		
Hispanic	59	9.8%		
White	8	1.3%		
American Indian	1	0.2%		
Asian	2	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.5%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	12.5%	1.8%	6.2%
Grade 1	11.7%	10.1%	3.1%	0.0%	12.3%	5.5%
Grade 2	3.3%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	0.0%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.8	17.5	18.9
Grade 1	20.8	17.7	18.8
Grade 2	20.6	17.0	18.7
Grade 3	19.0	16.9	18.9
Grade 4	18.8	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Total Students: 686
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	64.6	100.0%	100.0%	100.0%
Professional Staff:	53.4	82.7%	59.1%	64.1%
Teachers	45.1	69.9%	46.1%	49.8%
Professional Support	6.2	9.7%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.1%	2.4%	3.0%
Educational Aides:	11.2	17.3%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	28.2	43.7%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	2.0	4.4%	10.1%	10.6%
Hispanic	15.0	33.2%	35.2%	27.7%
White	28.1	62.3%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	6.1	13.6%	24.4%	23.8%
Females	39.0	86.4%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	37.1	82.3%	76.3%	73.6%
Masters	8.0	17.7%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.4%	6.4%	7.0%
1-5 Years Experience	10.0	22.1%	35.0%	28.9%
6-10 Years Experience	8.1	18.0%	21.1%	19.0%
11-20 Years Experience	21.0	46.5%	26.5%	29.3%
Over 20 Years Experience	4.0	8.9%	10.9%	15.7%
Number of Students per Teacher	15.2	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Total Students: 686
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.5	6.3
Average Years Experience of Principals with District	2.0	7.3	5.4
Average Years Experience of Assistant Principals	5.0	6.3	5.3
Average Years Experience of Assistant Principals with District	5.0	6.0	4.7
Average Years Experience of Teachers:	11.6	9.7	11.1
Average Years Experience of Teachers with District:	8.9	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,340	$51,929	$47,218
1-5 Years Experience	$54,676	$54,679	$50,408
6-10 Years Experience	$57,016	$56,719	$52,786
11-20 Years Experience	$57,809	$57,147	$56,041
Over 20 Years Experience	$54,260	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,460	$56,382	$54,122
Professional Support	$61,419	$70,595	$64,069
Campus Administration (School Leadership)	$94,101	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Total Students: 686
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	172	25.1%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	45	6.6%	5.3%	8.1%
Special Education	46	6.7%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	8.7	19.3%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	33.9	75.1%	68.3%	71.4%
Special Education	2.5	5.6%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **ATKINSON EL**

Campus Number: **101917124**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**87%**	71%	86%	86%	-	100%	-	-	45%	*	87%	83%	88%	91%
	2018	77%	78%	**84%**	83%	84%	71%	-	91%	-	*	50%	-	81%	100%	84%	89%
At Meets Grade Level or Above	2019	45%	42%	**58%**	57%	54%	57%	-	82%	-	-	27%	*	59%	50%	62%	66%
	2018	43%	40%	**39%**	17%	40%	14%	-	55%	-	*	10%	-	40%	33%	37%	53%
At Masters Grade Level	2019	27%	23%	**34%**	14%	35%	29%	-	45%	-	-	9%	*	35%	28%	37%	43%
	2018	25%	19%	**17%**	17%	13%	0%	-	45%	-	*	0%	-	19%	7%	16%	24%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**74%**	43%	72%	100%	-	91%	-	-	27%	*	73%	78%	77%	89%
	2018	78%	78%	**77%**	50%	76%	86%	-	100%	-	*	50%	-	78%	73%	78%	95%
At Meets Grade Level or Above	2019	49%	41%	**40%**	29%	32%	71%	-	82%	-	-	9%	*	42%	33%	42%	51%
	2018	47%	40%	**37%**	33%	32%	14%	-	82%	-	*	20%	-	40%	20%	37%	58%
At Masters Grade Level	2019	25%	17%	**20%**	0%	14%	43%	-	55%	-	-	0%	*	22%	11%	20%	29%
	2018	23%	16%	**16%**	17%	13%	0%	-	45%	-	*	0%	-	18%	7%	17%	26%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**88%**	83%	88%	75%	-	100%	-	*	50%	-	88%	89%	87%	90%
	2018	73%	71%	**89%**	*	91%	73%	-	92%	-	-	30%	*	91%	79%	87%	93%
At Meets Grade Level or Above	2019	44%	41%	**49%**	50%	45%	50%	-	73%	-	*	30%	-	48%	53%	48%	50%
	2018	46%	41%	**52%**	*	52%	45%	-	62%	-	-	20%	*	56%	29%	49%	60%
At Masters Grade Level	2019	22%	17%	**26%**	17%	23%	38%	-	45%	-	*	20%	-	27%	21%	24%	29%
	2018	24%	19%	**25%**	*	26%	18%	-	31%	-	-	10%	*	30%	0%	25%	30%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**87%**	83%	86%	75%	-	100%	-	*	50%	-	89%	79%	89%	95%
	2018	78%	77%	**87%**	*	89%	73%	-	92%	-	-	50%	*	91%	64%	86%	95%
At Meets Grade Level or Above	2019	48%	40%	**59%**	50%	55%	50%	-	91%	-	*	50%	-	60%	53%	57%	62%
	2018	49%	43%	**66%**	*	63%	55%	-	92%	-	-	50%	*	70%	43%	65%	79%
At Masters Grade Level	2019	28%	18%	**35%**	17%	32%	38%	-	64%	-	*	40%	-	36%	32%	32%	43%
	2018	27%	20%	**33%**	*	29%	18%	-	69%	-	-	20%	*	34%	29%	34%	42%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**75%**	67%	74%	63%	-	100%	-	*	40%	-	75%	74%	76%	83%
	2018	63%	62%	**70%**	*	72%	55%	-	77%	-	-	30%	*	73%	57%	68%	84%
At Meets Grade Level or Above	2019	35%	30%	**28%**	17%	23%	50%	-	55%	-	*	30%	-	27%	32%	25%	29%
	2018	39%	36%	**49%**	*	51%	27%	-	62%	-	-	20%	*	52%	36%	49%	63%
At Masters Grade Level	2019	11%	8%	**7%**	0%	6%	13%	-	9%	-	*	0%	-	8%	0%	6%	5%
	2018	11%	8%	**10%**	*	11%	0%	-	15%	-	-	0%	*	12%	0%	10%	19%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**82%**	69%	81%	79%	-	98%	-	*	42%	*	82%	81%	83%	90%
	2018	77%	74%	**81%**	67%	82%	70%	-	90%	-	*	42%	*	83%	75%	80%	91%
At Meets Grade Level or Above	2019	50%	45%	**47%**	41%	42%	55%	-	76%	-	*	29%	*	47%	44%	47%	51%
	2018	48%	42%	**48%**	28%	47%	34%	-	70%	-	*	24%	*	51%	32%	48%	63%

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

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

Total Students: 449
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**24%**	9%	22%	32%	-	44%	-	*	13%	*	26%	18%	24%	29%
	2018	22%	16%	**20%**	11%	18%	9%	-	41%	-	*	6%	*	22%	8%	20%	28%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**87%**	77%	87%	80%	-	100%	-	*	48%	*	88%	86%	88%	91%
	2018	74%	69%	**86%**	88%	87%	72%	-	92%	-	*	40%	*	86%	90%	86%	91%
At Meets Grade Level or Above	2019	48%	42%	**53%**	54%	50%	53%	-	77%	-	*	29%	*	54%	51%	55%	57%
	2018	46%	39%	**45%**	13%	46%	33%	-	58%	-	*	15%	*	48%	31%	43%	57%
At Masters Grade Level	2019	21%	15%	**30%**	15%	29%	33%	-	45%	-	*	14%	*	32%	24%	31%	35%
	2018	19%	14%	**21%**	13%	20%	11%	-	38%	-	*	5%	*	25%	3%	20%	27%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**80%**	62%	79%	87%	-	95%	-	*	38%	*	81%	78%	83%	92%
	2018	81%	80%	**82%**	50%	83%	78%	-	96%	-	*	50%	*	85%	69%	82%	95%
At Meets Grade Level or Above	2019	52%	47%	**49%**	38%	43%	60%	-	86%	-	*	29%	*	51%	43%	49%	57%
	2018	50%	43%	**51%**	38%	47%	39%	-	88%	-	*	35%	*	55%	31%	51%	69%
At Masters Grade Level	2019	26%	21%	**27%**	8%	22%	40%	-	59%	-	*	19%	*	28%	22%	26%	36%
	2018	24%	17%	**24%**	13%	21%	11%	-	58%	-	*	10%	*	26%	17%	25%	35%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**75%**	67%	74%	63%	-	100%	-	*	40%	-	75%	74%	76%	83%
	2018	66%	62%	**70%**	*	72%	55%	-	77%	-	-	30%	*	73%	57%	68%	84%
At Meets Grade Level or Above	2019	38%	32%	**28%**	17%	23%	50%	-	55%	-	*	30%	-	27%	32%	25%	29%
	2018	41%	35%	**49%**	*	51%	27%	-	62%	-	-	20%	*	52%	36%	49%	63%
At Masters Grade Level	2019	14%	10%	**7%**	0%	6%	13%	-	9%	-	*	0%	-	8%	0%	6%	5%
	2018	13%	8%	**10%**	*	11%	0%	-	15%	-	-	0%	*	12%	0%	10%	19%

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

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

Total Students: 449
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**74**	67	75	75	-	77	-	*	72	-	73	79	71	69
	2018	63	61	**66**	*	66	82	-	58	-	-	70	*	67	64	68	68
Grade 4 Mathematics	2019	65	61	**84**	83	82	88	-	91	-	*	70	-	84	81	81	80
	2018	65	61	**71**	*	68	64	-	92	-	-	65	*	73	61	73	66
All Grades Both Subjects	2019	69	69	**79**	75	79	81	-	84	-	*	71	-	79	80	76	75
	2018	69	68	**69**	*	67	73	-	75	-	-	68	*	70	63	71	67
All Grades ELA/Reading	2019	68	68	**74**	67	75	75	-	77	-	*	72	-	73	79	71	69
	2018	69	68	**66**	*	66	82	-	58	-	-	70	*	67	64	68	68
All Grades Mathematics	2019	70	70	**84**	83	82	88	-	91	-	*	70	-	84	81	81	80
	2018	70	69	**71**	*	68	64	-	92	-	-	65	*	73	61	73	66

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**43%**	*	50%	*	-	*	-	-	*	42%	*
	2018	38%	36%	**58%**	*	55%	*	-	*	-	-	*	58%	*
Mathematics	2019	45%	48%	**60%**	*	60%	*	-	-	-	*	*	69%	*
	2018	47%	48%	**31%**	*	*	*	-	*	-	-	*	31%	*

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

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

Total Students: 449
Grade Span: KG - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**82%**	87%	-	87%	-	-	96%	-	96%	72%	90%	88%
	2018	77%	74%	**81%**	95%	-	95%	-	-	89%	-	89%	60%	93%	90%
At Meets Grade Level or Above	2019	50%	45%	**47%**	37%	-	37%	-	-	71%	-	71%	28%	49%	47%
	2018	48%	42%	**48%**	61%	-	61%	-	-	60%	-	60%	40%	61%	59%
At Masters Grade Level	2019	24%	18%	**24%**	21%	-	21%	-	-	41%	-	41%	17%	28%	27%
	2018	22%	16%	**20%**	19%	-	19%	-	-	32%	-	32%	13%	24%	23%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**87%**	86%	-	86%	-	-	95%	-	95%	88%	89%	89%
	2018	74%	69%	**86%**	93%	-	93%	-	-	91%	-	91%	60%	92%	90%
At Meets Grade Level or Above	2019	48%	42%	**53%**	46%	-	46%	-	-	70%	-	70%	38%	54%	52%
	2018	46%	39%	**45%**	58%	-	58%	-	-	48%	-	48%	40%	54%	53%
At Masters Grade Level	2019	21%	15%	**30%**	30%	-	30%	-	-	35%	-	35%	25%	32%	31%
	2018	19%	14%	**21%**	20%	-	20%	-	-	26%	-	26%	0%	22%	21%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**80%**	95%	-	95%	-	-	100%	-	100%	50%	96%	91%
	2018	81%	80%	**82%**	95%	-	95%	-	-	96%	-	96%	80%	95%	94%
At Meets Grade Level or Above	2019	52%	47%	**49%**	41%	-	41%	-	-	85%	-	85%	13%	56%	51%
	2018	50%	43%	**51%**	58%	-	58%	-	-	74%	-	74%	80%	63%	65%
At Masters Grade Level	2019	26%	21%	**27%**	22%	-	22%	-	-	60%	-	60%	13%	35%	32%
	2018	24%	17%	**24%**	20%	-	20%	-	-	48%	-	48%	40%	30%	31%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**75%**	72%	-	72%	-	-	91%	-	91%	*	79%	81%
	2018	66%	62%	**70%**	100%	-	100%	-	-	73%	-	73%	40%	88%	81%
At Meets Grade Level or Above	2019	38%	32%	**28%**	11%	-	11%	-	-	45%	-	45%	*	24%	26%
	2018	41%	35%	**49%**	80%	-	80%	-	-	55%	-	55%	0%	69%	58%
At Masters Grade Level	2019	14%	10%	**7%**	0%	-	0%	-	-	18%	-	18%	*	7%	6%
	2018	13%	8%	**10%**	13%	-	13%	-	-	9%	-	9%	0%	12%	10%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**79%**	65%	-	65%	-	-	84%	-	84%	*	73%	74%
	2018	69%	68%	**69%**	56%	-	56%	-	-	75%	-	75%	85%	64%	68%
All Grades ELA/Reading	2019	68%	68%	**74%**	71%	-	71%	-	-	68%	-	68%	*	70%	71%
	2018	69%	68%	**66%**	63%	-	63%	-	-	59%	-	59%	100%	61%	68%
All Grades Mathematics	2019	70%	70%	**84%**	61%	-	61%	-	-	100%	-	100%	*	76%	77%
	2018	70%	69%	**71%**	50%	-	50%	-	-	91%	-	91%	70%	67%	68%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**43%**	*	-	*	-	-	*	-	*	-	*	*
	2018	38%	36%	**58%**	*	-	*	-	-	*	-	*	*	*	*
Mathematics	2019	45%	48%	**60%**	*	-	*	-	-	-	-	-	-	*	*
	2018	47%	48%	**31%**	*	-	*	-	-	*	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

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

Total Students: 449
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	99%	100%	-	100%	-	*	96%	100%	100%
Included in Accountability	94%	94%	**98%**	94%	97%	100%	-	100%	-	*	96%	99%	99%
Not Included in Accountability													
Mobile	4%	3%	**2%**	6%	2%	0%	-	0%	-	*	0%	1%	1%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	1%	0%	-	0%	-	*	4%	0%	0%
Absent	1%	1%	**0%**	0%	1%	0%	-	0%	-	*	4%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%
Included in Accountability	94%	94%	**95%**	100%	95%	100%	-	91%	-	*	100%	96%	92%
Not Included in Accountability													
Mobile	4%	4%	**2%**	0%	3%	0%	-	0%	-	*	0%	3%	2%
Other Exclusions	1%	2%	**2%**	0%	1%	0%	-	9%	-	*	0%	1%	6%
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%

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

Total Students: 449
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.7%**	97.8%	96.4%	96.6%	*	98.4%	-	*	96.3%	96.6%	97.6%
2016-17	95.7%	94.6%	**97.1%**	97.2%	97.0%	96.1%	-	98.6%	-	*	96.0%	97.1%	97.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

Total Students: 449
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

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

Total Students: 449
Grade Span: KG - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

Total Students: 449
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	449	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	68	15.1%	6.4%	6.9%
Grade 1	98	21.8%	7.1%	7.1%
Grade 2	87	19.4%	7.0%	7.2%
Grade 3	102	22.7%	7.1%	7.3%
Grade 4	94	20.9%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	32	7.1%	7.2%	12.6%
Hispanic	335	74.6%	83.4%	52.6%
White	28	6.2%	5.6%	27.4%
American Indian	1	0.2%	0.1%	0.4%
Asian	50	11.1%	3.0%	4.5%
Pacific Islander	1	0.2%	0.1%	0.2%
Two or More Races	2	0.4%	0.6%	2.4%
Economically Disadvantaged	360	80.2%	86.3%	60.6%
Non-Educationally Disadvantaged	89	19.8%	13.7%	39.4%
Section 504 Students	23	5.1%	5.6%	6.5%
English Learners (EL)	151	33.6%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	28	6.2%	4.1%	3.6%
At-Risk	251	55.9%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	47			
By Type of Primary Disability				
Students with Intellectual Disabilities	12	25.5%	44.2%	42.4%
Students with Physical Disabilities	16	34.0%	16.3%	21.9%
Students with Autism	13	27.7%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	42	10.0%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	2	0.5%		
Hispanic	33	7.8%		
White	1	0.2%		
American Indian	0	0.0%		
Asian	5	1.2%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	16.0%	10.1%	3.1%	12.5%	12.3%	5.5%
Grade 2	7.1%	6.5%	1.8%	7.7%	4.1%	2.3%
Grade 3	0.0%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	1.2%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.2	17.5	18.9
Grade 1	19.6	17.7	18.8
Grade 2	13.8	17.0	18.7
Grade 3	17.1	16.9	18.9
Grade 4	14.6	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

Total Students: 449
Grade Span: KG - 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:	44.3	81.3%	59.1%	64.1%
Teachers	36.0	66.1%	46.1%	49.8%
Professional Support	6.3	11.6%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.7%	2.4%	3.0%
Educational Aides:	10.2	18.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	20.6	37.7%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.1%	10.1%	10.6%
Hispanic	10.0	27.8%	35.2%	27.7%
White	24.0	66.6%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	5.6%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	0.0	0.0%	24.4%	23.8%
Females	36.0	100.0%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	30.0	83.3%	76.3%	73.6%
Masters	6.0	16.7%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.4%	7.0%
1-5 Years Experience	15.0	41.7%	35.0%	28.9%
6-10 Years Experience	5.0	13.9%	21.1%	19.0%
11-20 Years Experience	12.0	33.3%	26.5%	29.3%
Over 20 Years Experience	4.0	11.1%	10.9%	15.7%
Number of Students per Teacher	12.5	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

Total Students: 449
Grade Span: KG - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	22.0	7.5	6.3
Average Years Experience of Principals with District	22.0	7.3	5.4
Average Years Experience of Assistant Principals	11.0	6.3	5.3
Average Years Experience of Assistant Principals with District	11.0	6.0	4.7
Average Years Experience of Teachers:	9.6	9.7	11.1
Average Years Experience of Teachers with District:	8.7	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$51,929	$47,218
1-5 Years Experience	$54,969	$54,679	$50,408
6-10 Years Experience	$53,225	$56,719	$52,786
11-20 Years Experience	$51,512	$57,147	$56,041
Over 20 Years Experience	$48,929	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$52,904	$56,382	$54,122
Professional Support	$61,694	$70,595	$64,069
Campus Administration (School Leadership)	$103,501	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

Total Students: 449
Grade Span: KG - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	136	30.3%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	8	1.8%	5.3%	8.1%
Special Education	47	10.5%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	36.0	99.9%	68.3%	71.4%
Special Education	0.0	0.1%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **JENSEN EL**

Campus Number: **101917125**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**86%**	75%	89%	60%	-	-	-	*	40%	*	88%	79%	85%	97%
	2018	77%	78%	**74%**	63%	74%	100%	-	-	-	-	45%	*	76%	69%	72%	85%
At Meets Grade Level or Above	2019	45%	42%	**44%**	42%	45%	40%	-	-	-	*	20%	*	45%	37%	39%	50%
	2018	43%	40%	**36%**	19%	40%	14%	-	-	-	-	36%	*	39%	24%	33%	54%
At Masters Grade Level	2019	27%	23%	**28%**	17%	30%	20%	-	-	-	*	0%	*	28%	26%	25%	33%
	2018	25%	19%	**13%**	13%	13%	0%	-	-	-	-	0%	*	12%	14%	10%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**77%**	75%	80%	40%	-	-	-	*	20%	*	78%	74%	76%	83%
	2018	78%	78%	**81%**	69%	82%	100%	-	-	-	-	64%	*	83%	76%	81%	85%
At Meets Grade Level or Above	2019	49%	41%	**42%**	67%	40%	20%	-	-	-	*	20%	*	40%	47%	40%	50%
	2018	47%	40%	**40%**	19%	45%	14%	-	-	-	-	27%	*	39%	41%	34%	48%
At Masters Grade Level	2019	25%	17%	**21%**	17%	22%	20%	-	-	-	*	20%	*	22%	16%	19%	28%
	2018	23%	16%	**13%**	0%	15%	14%	-	-	-	-	9%	*	16%	3%	10%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**86%**	78%	87%	83%	-	-	-	-	50%	*	86%	86%	88%	89%
	2018	73%	71%	**70%**	38%	77%	57%	-	-	-	-	15%	*	71%	67%	67%	83%
At Meets Grade Level or Above	2019	44%	41%	**41%**	33%	42%	50%	-	-	-	-	33%	*	37%	57%	40%	50%
	2018	46%	41%	**42%**	19%	47%	43%	-	-	-	-	8%	*	45%	36%	39%	45%
At Masters Grade Level	2019	22%	17%	**16%**	22%	15%	17%	-	-	-	-	17%	*	13%	29%	14%	21%
	2018	24%	19%	**18%**	6%	19%	29%	-	-	-	-	8%	*	19%	15%	12%	23%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**84%**	78%	83%	100%	-	-	-	-	50%	*	85%	81%	83%	82%
	2018	78%	77%	**77%**	50%	84%	57%	-	-	-	-	21%	*	79%	74%	77%	88%
At Meets Grade Level or Above	2019	48%	40%	**54%**	33%	54%	83%	-	-	-	-	50%	*	51%	62%	50%	66%
	2018	49%	43%	**45%**	19%	51%	29%	-	-	-	-	7%	*	49%	35%	44%	60%
At Masters Grade Level	2019	28%	18%	**22%**	0%	26%	0%	-	-	-	-	0%	*	22%	24%	21%	37%
	2018	27%	20%	**26%**	6%	30%	29%	-	-	-	-	7%	*	30%	18%	24%	33%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**74%**	75%	74%	83%	-	-	-	-	33%	*	73%	80%	75%	76%
	2018	63%	62%	**59%**	44%	62%	57%	-	-	-	-	0%	*	59%	59%	59%	73%
At Meets Grade Level or Above	2019	35%	30%	**38%**	25%	38%	50%	-	-	-	-	33%	*	33%	55%	36%	37%
	2018	39%	36%	**31%**	0%	37%	14%	-	-	-	-	0%	*	36%	18%	33%	43%
At Masters Grade Level	2019	11%	8%	**10%**	13%	10%	17%	-	-	-	-	0%	*	6%	25%	10%	13%
	2018	11%	8%	**7%**	0%	9%	0%	-	-	-	-	0%	*	9%	3%	7%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**82%**	76%	83%	75%	-	-	-	*	39%	83%	82%	80%	81%	85%
	2018	77%	74%	**73%**	53%	76%	74%	-	-	-	-	27%	80%	74%	69%	71%	83%
At Meets Grade Level or Above	2019	50%	45%	**44%**	42%	44%	50%	-	-	-	*	32%	28%	41%	52%	41%	51%
	2018	48%	42%	**39%**	15%	44%	23%	-	-	-	-	14%	60%	42%	31%	36%	50%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

Total Students: 638
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**19%**	14%	21%	14%	-	-	-	*	7%	11%	18%	24%	18%	26%
	2018	22%	16%	**15%**	5%	17%	14%	-	-	-	-	5%	0%	17%	11%	13%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**86%**	76%	88%	73%	-	-	-	*	45%	71%	87%	83%	86%	93%
	2018	74%	69%	**72%**	50%	75%	79%	-	-	-	-	29%	*	74%	68%	70%	84%
At Meets Grade Level or Above	2019	48%	42%	**43%**	38%	43%	45%	-	-	-	*	27%	14%	41%	48%	40%	50%
	2018	46%	39%	**39%**	19%	43%	29%	-	-	-	-	21%	*	42%	31%	36%	50%
At Masters Grade Level	2019	21%	15%	**22%**	19%	23%	18%	-	-	-	*	9%	0%	21%	28%	20%	27%
	2018	19%	14%	**15%**	9%	16%	14%	-	-	-	-	4%	*	15%	15%	11%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**81%**	76%	81%	73%	-	-	-	*	36%	100%	81%	78%	80%	82%
	2018	81%	80%	**79%**	59%	83%	79%	-	-	-	-	40%	*	81%	75%	79%	86%
At Meets Grade Level or Above	2019	52%	47%	**48%**	52%	47%	55%	-	-	-	*	36%	43%	46%	55%	45%	58%
	2018	50%	43%	**42%**	19%	47%	21%	-	-	-	-	16%	*	44%	38%	39%	53%
At Masters Grade Level	2019	26%	21%	**22%**	10%	24%	9%	-	-	-	*	9%	29%	22%	20%	20%	32%
	2018	24%	17%	**19%**	3%	22%	21%	-	-	-	-	8%	*	22%	11%	17%	22%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**74%**	75%	74%	83%	-	-	-	-	33%	*	73%	80%	75%	76%
	2018	66%	62%	**59%**	44%	62%	57%	-	-	-	-	0%	*	59%	59%	59%	73%
At Meets Grade Level or Above	2019	38%	32%	**38%**	25%	38%	50%	-	-	-	-	33%	*	33%	55%	36%	37%
	2018	41%	35%	**31%**	0%	37%	14%	-	-	-	-	0%	*	36%	18%	33%	43%
At Masters Grade Level	2019	14%	10%	**10%**	13%	10%	17%	-	-	-	-	0%	*	6%	25%	10%	13%
	2018	13%	8%	**7%**	0%	9%	0%	-	-	-	-	0%	*	9%	3%	7%	10%

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

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

Total Students: 638
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**73**	72	73	75	-	-	-	-	75	*	72	76	75	71
	2018	63	61	**55**	60	53	57	-	-	-	-	50	*	52	60	51	52
Grade 4 Mathematics	2019	65	61	**77**	89	76	75	-	-	-	-	67	*	76	81	74	78
	2018	65	61	**56**	53	59	29	-	-	-	-	27	*	56	58	58	51
All Grades Both Subjects	2019	69	69	**75**	81	75	75	-	-	-	-	71	57	74	79	75	76
	2018	69	68	**56**	57	56	43	-	-	-	-	38	*	54	59	55	52
All Grades ELA/Reading	2019	68	68	**73**	72	73	75	-	-	-	-	75	*	72	76	75	71
	2018	69	68	**55**	60	53	57	-	-	-	-	50	*	52	60	51	52
All Grades Mathematics	2019	70	70	**77**	89	76	75	-	-	-	-	67	*	76	81	74	78
	2018	70	69	**56**	53	59	29	-	-	-	-	27	*	56	58	58	51

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

Total Students: 638
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**59%**	*	63%	-	-	-	-	-	*	63%	*
	2018	38%	36%	**19%**	*	28%	*	-	-	-	-	*	20%	*
Mathematics	2019	45%	48%	**41%**	*	47%	-	-	-	-	-	*	43%	*
	2018	47%	48%	**29%**	*	36%	*	-	-	-	-	*	32%	*

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

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

Total Students: 638
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**82%**	89%	-	89%	-	-	-	-	-	63%	89%	85%
	2018	77%	74%	**73%**	84%	-	84%	-	-	-	-	-	71%	84%	82%
At Meets Grade Level or Above	2019	50%	45%	**44%**	54%	-	54%	-	-	-	-	-	33%	54%	51%
	2018	48%	42%	**39%**	55%	-	55%	-	-	-	-	-	19%	55%	50%
At Masters Grade Level	2019	24%	18%	**19%**	30%	-	30%	-	-	-	-	-	10%	30%	27%
	2018	22%	16%	**15%**	20%	-	20%	-	-	-	-	-	6%	20%	18%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**86%**	95%	-	95%	-	-	-	-	-	83%	95%	93%
	2018	74%	69%	**72%**	85%	-	85%	-	-	-	-	-	75%	85%	84%
At Meets Grade Level or Above	2019	48%	42%	**43%**	55%	-	55%	-	-	-	-	-	25%	55%	50%
	2018	46%	39%	**39%**	54%	-	54%	-	-	-	-	-	17%	54%	49%
At Masters Grade Level	2019	21%	15%	**22%**	30%	-	30%	-	-	-	-	-	17%	30%	28%
	2018	19%	14%	**15%**	19%	-	19%	-	-	-	-	-	8%	19%	18%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**81%**	88%	-	88%	-	-	-	-	-	50%	88%	82%
	2018	81%	80%	**79%**	86%	-	86%	-	-	-	-	-	83%	86%	86%
At Meets Grade Level or Above	2019	52%	47%	**48%**	62%	-	62%	-	-	-	-	-	42%	62%	58%
	2018	50%	43%	**42%**	57%	-	57%	-	-	-	-	-	33%	57%	54%
At Masters Grade Level	2019	26%	21%	**22%**	37%	-	37%	-	-	-	-	-	8%	37%	32%
	2018	24%	17%	**19%**	24%	-	24%	-	-	-	-	-	8%	24%	22%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**74%**	81%	-	81%	-	-	-	-	-	50%	81%	76%
	2018	66%	62%	**59%**	79%	-	79%	-	-	-	-	-	43%	79%	73%
At Meets Grade Level or Above	2019	38%	32%	**38%**	39%	-	39%	-	-	-	-	-	33%	39%	38%
	2018	41%	35%	**31%**	52%	-	52%	-	-	-	-	-	0%	52%	43%
At Masters Grade Level	2019	14%	10%	**10%**	16%	-	16%	-	-	-	-	-	0%	16%	14%
	2018	13%	8%	**7%**	12%	-	12%	-	-	-	-	-	0%	12%	10%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**75%**	76%	-	76%	-	-	-	-	-	82%	76%	77%
	2018	69%	68%	**56%**	52%	-	52%	-	-	-	-	-	50%	52%	52%
All Grades ELA/Reading	2019	68%	68%	**73%**	50%	-	50%	-	-	-	-	-	100%	50%	73%
	2018	69%	68%	**55%**	47%	-	47%	-	-	-	-	-	64%	47%	52%
All Grades Mathematics	2019	70%	70%	**77%**	81%	-	81%	-	-	-	-	-	67%	81%	78%
	2018	70%	69%	**56%**	55%	-	55%	-	-	-	-	-	36%	55%	51%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**59%**	*	-	*	-	-	-	-	-	*	*	*
	2018	38%	36%	**19%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**41%**	*	-	*	-	-	-	-	-	*	*	*
	2018	47%	48%	**29%**	*	-	*	-	-	-	-	-	*	*	*

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

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

Total Students: 638
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	94%	100%	100%	-	-	-	*	100%	99%	100%
Included in Accountability	94%	94%	**91%**	77%	92%	100%	-	-	-	*	90%	93%	95%
Not Included in Accountability													
Mobile	4%	3%	**8%**	17%	7%	0%	-	-	-	*	10%	6%	3%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	-	-	*	0%	0%	2%
Not Tested	1%	1%	**1%**	6%	0%	0%	-	-	-	*	0%	1%	0%
Absent	1%	1%	**1%**	6%	0%	0%	-	-	-	*	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%
Included in Accountability	94%	94%	**90%**	85%	91%	100%	-	*	-	-	85%	90%	88%
Not Included in Accountability													
Mobile	4%	4%	**7%**	15%	5%	0%	-	*	-	-	11%	7%	4%
Other Exclusions	1%	2%	**3%**	0%	4%	0%	-	*	-	-	4%	3%	8%
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%

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

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

Total Students: 638
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.1%**	95.1%	95.1%	95.2%	-	*	-	*	91.6%	95.1%	96.2%
2016-17	95.7%	94.6%	**95.8%**	94.6%	95.9%	95.6%	-	*	*	*	92.6%	95.9%	96.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

Total Students: 638
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

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

Total Students: 638
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

Total Students: 638
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

Total Students: 638
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	638	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	79	12.4%	4.3%	4.4%
Kindergarten	107	16.8%	6.4%	6.9%
Grade 1	114	17.9%	7.1%	7.1%
Grade 2	114	17.9%	7.0%	7.2%
Grade 3	112	17.6%	7.1%	7.3%
Grade 4	112	17.6%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	57	8.9%	7.2%	12.6%
Hispanic	527	82.6%	83.4%	52.6%
White	51	8.0%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	1	0.2%	3.0%	4.5%
Pacific Islander	1	0.2%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.4%
Economically Disadvantaged	547	85.7%	86.3%	60.6%
Non-Educationally Disadvantaged	91	14.3%	13.7%	39.4%
Section 504 Students	25	3.9%	5.6%	6.5%
English Learners (EL)	240	37.6%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	15	2.4%	4.1%	3.6%
At-Risk	433	67.9%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	45			
By Type of Primary Disability				
Students with Intellectual Disabilities	6	13.3%	44.2%	42.4%
Students with Physical Disabilities	10	22.2%	16.3%	21.9%
Students with Autism	13	28.9%	21.4%	13.7%
Students with Behavioral Disabilities	16	35.6%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	114	19.6%	15.6%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	23	4.0%		
Hispanic	84	14.5%		
White	6	1.0%		
American Indian	0	0.0%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	19.8%	10.1%	3.1%	0.0%	12.3%	5.5%
Grade 2	13.1%	6.5%	1.8%	16.7%	4.1%	2.3%
Grade 3	3.3%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.4	17.5	18.9
Grade 1	16.7	17.7	18.8
Grade 2	15.5	17.0	18.7
Grade 3	16.9	16.9	18.9
Grade 4	13.1	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

Total Students: 638
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	61.3	100.0%	100.0%	100.0%
Professional Staff:	51.5	84.0%	59.1%	64.1%
Teachers	43.9	71.6%	46.1%	49.8%
Professional Support	5.6	9.1%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.3%	2.4%	3.0%
Educational Aides:	9.8	16.0%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	39.9	65.1%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	2.0	4.6%	10.1%	10.6%
Hispanic	23.6	53.9%	35.2%	27.7%
White	17.3	39.3%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.3%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	3.6	8.3%	24.4%	23.8%
Females	40.3	91.7%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	38.2	87.1%	76.3%	73.6%
Masters	5.7	12.9%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.3%	6.4%	7.0%
1-5 Years Experience	15.6	35.6%	35.0%	28.9%
6-10 Years Experience	12.0	27.3%	21.1%	19.0%
11-20 Years Experience	10.0	22.8%	26.5%	29.3%
Over 20 Years Experience	5.2	12.0%	10.9%	15.7%
Number of Students per Teacher	14.5	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

Total Students: 638
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	7.5	6.3
Average Years Experience of Principals with District	10.0	7.3	5.4
Average Years Experience of Assistant Principals	6.0	6.3	5.3
Average Years Experience of Assistant Principals with District	6.0	6.0	4.7
Average Years Experience of Teachers:	10.3	9.7	11.1
Average Years Experience of Teachers with District:	8.6	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,540	$51,929	$47,218
1-5 Years Experience	$55,429	$54,679	$50,408
6-10 Years Experience	$57,113	$56,719	$52,786
11-20 Years Experience	$52,124	$57,147	$56,041
Over 20 Years Experience	$63,993	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,117	$56,382	$54,122
Professional Support	$62,531	$70,595	$64,069
Campus Administration (School Leadership)	$96,841	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

Total Students: 638
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	213	33.4%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	9	1.4%	5.3%	8.1%
Special Education	45	7.1%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	42.9	97.7%	68.3%	71.4%
Special Education	1.0	2.3%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BURNETT ELEMENTARY**

Campus Number: **101917126**

2019 Accountability Rating: **C**

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District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**78%**	50%	79%	80%	-	100%	-	*	25%	*	77%	80%	77%	86%
	2018	77%	78%	**72%**	77%	72%	60%	-	*	-	-	40%	-	75%	58%	71%	70%
At Meets Grade Level or Above	2019	45%	42%	**36%**	33%	36%	20%	-	67%	-	*	25%	*	39%	27%	35%	40%
	2018	43%	40%	**32%**	38%	32%	0%	-	*	-	-	20%	-	30%	42%	32%	27%
At Masters Grade Level	2019	27%	23%	**17%**	33%	16%	0%	-	33%	-	*	0%	*	16%	20%	18%	20%
	2018	25%	19%	**16%**	31%	14%	0%	-	*	-	-	0%	-	15%	25%	16%	15%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**74%**	50%	76%	60%	-	100%	-	*	13%	*	76%	69%	73%	80%
	2018	78%	78%	**77%**	69%	77%	80%	-	*	-	-	80%	-	79%	67%	78%	91%
At Meets Grade Level or Above	2019	49%	41%	**33%**	33%	27%	40%	-	83%	-	*	13%	*	34%	31%	31%	37%
	2018	47%	40%	**30%**	38%	28%	20%	-	*	-	-	20%	-	30%	33%	29%	36%
At Masters Grade Level	2019	25%	17%	**21%**	33%	14%	20%	-	67%	-	*	13%	*	23%	13%	21%	26%
	2018	23%	16%	**11%**	15%	11%	0%	-	*	-	-	20%	-	12%	8%	12%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**84%**	86%	88%	50%	-	*	*	-	56%	-	88%	72%	83%	88%
	2018	73%	71%	**76%**	64%	79%	*	-	80%	-	-	67%	*	83%	50%	78%	82%
At Meets Grade Level or Above	2019	44%	41%	**43%**	71%	41%	0%	-	*	*	-	33%	-	41%	50%	43%	55%
	2018	46%	41%	**36%**	29%	38%	*	-	40%	-	-	17%	*	41%	20%	38%	40%
At Masters Grade Level	2019	22%	17%	**19%**	43%	16%	0%	-	*	*	-	0%	-	14%	33%	18%	24%
	2018	24%	19%	**16%**	7%	16%	*	-	40%	-	-	0%	*	18%	10%	18%	22%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**73%**	86%	71%	67%	-	*	*	-	44%	-	80%	50%	72%	79%
	2018	78%	77%	**69%**	64%	71%	*	-	80%	-	-	58%	*	72%	60%	71%	80%
At Meets Grade Level or Above	2019	48%	40%	**38%**	71%	34%	33%	-	*	*	-	22%	-	41%	28%	38%	45%
	2018	49%	43%	**35%**	21%	37%	*	-	60%	-	-	25%	*	39%	20%	38%	44%
At Masters Grade Level	2019	28%	18%	**20%**	43%	16%	17%	-	*	*	-	11%	-	21%	17%	21%	27%
	2018	27%	20%	**13%**	7%	13%	*	-	40%	-	-	0%	*	15%	5%	14%	18%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**71%**	83%	70%	50%	-	*	*	-	44%	-	71%	72%	72%	79%
	2018	63%	62%	**51%**	21%	57%	*	-	40%	-	-	8%	*	56%	30%	54%	64%
At Meets Grade Level or Above	2019	35%	30%	**36%**	67%	32%	17%	-	*	*	-	11%	-	31%	50%	35%	42%
	2018	39%	36%	**36%**	21%	40%	*	-	40%	-	-	8%	*	41%	20%	39%	50%
At Masters Grade Level	2019	11%	8%	**11%**	17%	11%	0%	-	*	*	-	11%	-	9%	17%	11%	15%
	2018	11%	8%	**4%**	7%	4%	*	-	0%	-	-	0%	*	4%	5%	5%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**76%**	72%	77%	61%	-	100%	*	*	37%	*	78%	68%	76%	82%
	2018	77%	74%	**69%**	59%	71%	59%	-	74%	-	-	48%	*	73%	51%	70%	77%
At Meets Grade Level or Above	2019	50%	45%	**37%**	56%	34%	21%	-	75%	*	*	21%	*	37%	38%	36%	44%
	2018	48%	42%	**34%**	29%	35%	18%	-	48%	-	-	17%	*	36%	25%	35%	41%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**18%**	34%	14%	7%	-	46%	*	*	7%	*	17%	20%	18%	22%
	2018	22%	16%	**12%**	13%	12%	5%	-	26%	-	-	2%	*	13%	10%	13%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**81%**	69%	83%	64%	-	100%	*	*	41%	*	82%	76%	80%	87%
	2018	74%	69%	**74%**	70%	76%	56%	-	78%	-	-	59%	*	79%	53%	75%	77%
At Meets Grade Level or Above	2019	48%	42%	**40%**	54%	39%	9%	-	80%	*	*	29%	*	40%	39%	39%	47%
	2018	46%	39%	**34%**	33%	35%	11%	-	44%	-	-	18%	*	36%	28%	35%	35%
At Masters Grade Level	2019	21%	15%	**18%**	38%	16%	0%	-	40%	*	*	0%	*	15%	27%	18%	22%
	2018	19%	14%	**16%**	19%	15%	11%	-	33%	-	-	0%	*	17%	16%	17%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**74%**	69%	74%	64%	-	100%	*	*	29%	*	78%	59%	73%	79%
	2018	81%	80%	**73%**	67%	74%	67%	-	89%	-	-	65%	*	75%	63%	74%	84%
At Meets Grade Level or Above	2019	52%	47%	**36%**	54%	30%	36%	-	70%	*	*	18%	*	37%	29%	34%	41%
	2018	50%	43%	**33%**	30%	33%	22%	-	56%	-	-	24%	*	35%	25%	34%	41%
At Masters Grade Level	2019	26%	21%	**20%**	38%	15%	18%	-	60%	*	*	12%	*	22%	15%	21%	26%
	2018	24%	17%	**12%**	11%	12%	0%	-	33%	-	-	6%	*	14%	6%	13%	17%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**71%**	83%	70%	50%	-	*	*	-	44%	-	71%	72%	72%	79%
	2018	66%	62%	**51%**	21%	57%	*	-	40%	-	-	8%	*	56%	30%	54%	64%
At Meets Grade Level or Above	2019	38%	32%	**36%**	67%	32%	17%	-	*	*	-	11%	-	31%	50%	35%	42%
	2018	41%	35%	**36%**	21%	40%	*	-	40%	-	-	8%	*	41%	20%	39%	50%
At Masters Grade Level	2019	14%	10%	**11%**	17%	11%	0%	-	*	*	-	11%	-	9%	17%	11%	15%
	2018	13%	8%	**4%**	7%	4%	*	-	0%	-	-	0%	*	4%	5%	5%	4%

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

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**71**	64	74	50	-	*	*	-	67	-	77	50	71	88
	2018	63	61	**66**	54	66	*	-	80	-	-	71	-	68	61	67	70
Grade 4 Mathematics	2019	65	61	**69**	79	67	75	-	*	*	-	56	-	72	59	69	70
	2018	65	61	**52**	46	53	*	-	60	-	-	75	*	53	47	52	60
All Grades Both Subjects	2019	69	69	**70**	71	70	63	-	94	*	-	61	-	75	55	70	79
	2018	69	68	**59**	50	59	69	-	70	-	-	73	*	60	54	60	65
All Grades ELA/Reading	2019	68	68	**71**	64	74	50	-	*	*	-	67	-	77	50	71	88
	2018	69	68	**66**	54	66	*	-	80	-	-	71	-	68	61	67	70
All Grades Mathematics	2019	70	70	**69**	79	67	75	-	*	*	-	56	-	72	59	69	70
	2018	70	69	**52**	46	53	*	-	60	-	-	75	*	53	47	52	60

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**50%**	-	53%	*	-	-	-	-	50%	50%	57%
	2018	38%	36%	**34%**	*	35%	*	-	*	-	-	*	36%	*
Mathematics	2019	45%	48%	**35%**	*	33%	*	-	-	*	-	*	31%	*
	2018	47%	48%	*	*	*	*	-	*	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

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

Total Students: 431
Grade Span: EE - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**76%**	79%	-	79%	-	-	93%	-	93%	57%	81%	78%
	2018	77%	74%	**69%**	75%	-	75%	-	-	54%	-	54%	67%	73%	73%
At Meets Grade Level or Above	2019	50%	45%	**37%**	36%	-	36%	-	-	40%	-	40%	7%	36%	33%
	2018	48%	42%	**34%**	36%	-	36%	-	-	15%	-	15%	33%	34%	34%
At Masters Grade Level	2019	24%	18%	**18%**	17%	-	17%	-	-	13%	-	13%	7%	16%	15%
	2018	22%	16%	**12%**	13%	-	13%	-	-	8%	-	8%	11%	12%	12%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**81%**	88%	-	88%	-	-	83%	-	83%	50%	88%	83%
	2018	74%	69%	**74%**	75%	-	75%	-	-	60%	-	60%	*	73%	72%
At Meets Grade Level or Above	2019	48%	42%	**40%**	40%	-	40%	-	-	33%	-	33%	0%	40%	35%
	2018	46%	39%	**34%**	29%	-	29%	-	-	0%	-	0%	*	27%	27%
At Masters Grade Level	2019	21%	15%	**18%**	14%	-	14%	-	-	17%	-	17%	0%	15%	13%
	2018	19%	14%	**16%**	16%	-	16%	-	-	0%	-	0%	*	15%	14%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**74%**	74%	-	74%	-	-	100%	-	100%	83%	77%	78%
	2018	81%	80%	**73%**	85%	-	85%	-	-	80%	-	80%	*	85%	84%
At Meets Grade Level or Above	2019	52%	47%	**36%**	38%	-	38%	-	-	33%	-	33%	17%	38%	35%
	2018	50%	43%	**33%**	42%	-	42%	-	-	40%	-	40%	*	42%	41%
At Masters Grade Level	2019	26%	21%	**20%**	21%	-	21%	-	-	17%	-	17%	17%	21%	20%
	2018	24%	17%	**12%**	13%	-	13%	-	-	20%	-	20%	*	13%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**71%**	71%	-	71%	-	-	*	-	*	*	75%	68%
	2018	66%	62%	**51%**	58%	-	58%	-	-	*	-	*	*	53%	54%
At Meets Grade Level or Above	2019	38%	32%	**36%**	18%	-	18%	-	-	*	-	*	*	25%	23%
	2018	41%	35%	**36%**	39%	-	39%	-	-	*	-	*	*	35%	37%
At Masters Grade Level	2019	14%	10%	**11%**	12%	-	12%	-	-	*	-	*	*	10%	9%
	2018	13%	8%	**4%**	6%	-	6%	-	-	*	-	*	*	6%	6%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**70%**	85%	-	85%	-	-	67%	-	67%	*	82%	80%
	2018	69%	68%	**59%**	69%	-	69%	-	-	67%	-	67%	*	69%	67%
All Grades ELA/Reading	2019	68%	68%	**71%**	93%	-	93%	-	-	*	-	*	*	89%	90%
	2018	69%	68%	**66%**	73%	-	73%	-	-	*	-	*	*	73%	71%
All Grades Mathematics	2019	70%	70%	**69%**	78%	-	78%	-	-	*	-	*	*	76%	71%
	2018	70%	69%	**52%**	65%	-	65%	-	-	*	-	*	*	65%	63%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**50%**	60%	-	60%	-	-	-	-	-	*	60%	57%
	2018	38%	36%	**34%**	*	-	*	-	-	*	-	*	-	*	*
Mathematics	2019	45%	48%	**35%**	-	-	-	-	-	-	-	-	*	-	*
	2018	47%	48%	*	*	-	*	-	-	*	-	*	-	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	98%	99%	100%	-	100%	*	100%	100%	99%	99%
Included in Accountability	94%	94%	**89%**	73%	93%	85%	-	89%	*	57%	90%	92%	89%
Not Included in Accountability													
Mobile	4%	3%	**10%**	25%	6%	15%	-	11%	*	43%	10%	7%	10%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	1%
Not Tested	1%	1%	**1%**	2%	1%	0%	-	0%	*	0%	0%	1%	1%
Absent	1%	1%	**0%**	2%	0%	0%	-	0%	*	0%	0%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%
Included in Accountability	94%	94%	**90%**	97%	90%	67%	-	100%	-	-	81%	90%	90%
Not Included in Accountability													
Mobile	4%	4%	**9%**	3%	9%	33%	-	0%	-	-	19%	9%	8%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	0%	-	-	0%	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%

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.7%**	95.5%	95.6%	95.5%	-	97.9%	-	*	93.1%	95.8%	96.8%
2016-17	95.7%	94.6%	**96.0%**	95.7%	96.0%	95.2%	-	98.0%	-	94.7%	94.2%	95.9%	96.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

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

Total Students: 431
Grade Span: EE - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
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Total Students: 431
Grade Span: EE - 04
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	431	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	11	2.6%	0.3%	0.3%
Pre-Kindergarten	56	13.0%	4.3%	4.4%
Kindergarten	69	16.0%	6.4%	6.9%
Grade 1	68	15.8%	7.1%	7.1%
Grade 2	70	16.2%	7.0%	7.2%
Grade 3	80	18.6%	7.1%	7.3%
Grade 4	77	17.9%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	47	10.9%	7.2%	12.6%
Hispanic	318	73.8%	83.4%	52.6%
White	27	6.3%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	29	6.7%	3.0%	4.5%
Pacific Islander	1	0.2%	0.1%	0.2%
Two or More Races	9	2.1%	0.6%	2.4%
Economically Disadvantaged	399	92.6%	86.3%	60.6%
Non-Educationally Disadvantaged	32	7.4%	13.7%	39.4%
Section 504 Students	22	5.1%	5.6%	6.5%
English Learners (EL)	163	37.8%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	14	3.2%	4.1%	3.6%
At-Risk	202	46.9%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	52			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	44.2%	42.4%
Students with Physical Disabilities	10	19.2%	16.3%	21.9%
Students with Autism	23	44.2%	21.4%	13.7%
Students with Behavioral Disabilities	9	17.3%	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	124	28.2%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	35	8.0%		
Hispanic	76	17.3%		
White	7	1.6%		
American Indian	0	0.0%		
Asian	3	0.7%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.7%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	13.0%	10.1%	3.1%	11.1%	12.3%	5.5%
Grade 2	6.5%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	8.9%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	14.7	17.5	18.9
Grade 1	11.5	17.7	18.8
Grade 2	14.1	17.0	18.7
Grade 3	16.5	16.9	18.9
Grade 4	12.6	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	64.3	100.0%	100.0%	100.0%
Professional Staff:	48.4	75.2%	59.1%	64.1%
Teachers	39.2	60.9%	46.1%	49.8%
Professional Support	7.2	11.3%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.1%	2.4%	3.0%
Educational Aides:	15.9	24.8%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	45.2	70.2%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	6.2	15.8%	10.1%	10.6%
Hispanic	17.0	43.4%	35.2%	27.7%
White	13.0	33.2%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	3.0	7.7%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	3.0	7.7%	24.4%	23.8%
Females	36.2	92.3%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	33.0	84.3%	76.3%	73.6%
Masters	6.2	15.7%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.5%	6.4%	7.0%
1-5 Years Experience	13.0	33.2%	35.0%	28.9%
6-10 Years Experience	3.0	7.7%	21.1%	19.0%
11-20 Years Experience	15.2	38.7%	26.5%	29.3%
Over 20 Years Experience	7.0	17.9%	10.9%	15.7%
Number of Students per Teacher	11.0	n/a	13.9	15.1

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

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.5	6.3
Average Years Experience of Principals with District	3.0	7.3	5.4
Average Years Experience of Assistant Principals	13.0	6.3	5.3
Average Years Experience of Assistant Principals with District	13.0	6.0	4.7
Average Years Experience of Teachers:	12.9	9.7	11.1
Average Years Experience of Teachers with District:	9.5	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$56,719	$51,929	$47,218
1-5 Years Experience	$54,537	$54,679	$50,408
6-10 Years Experience	$55,916	$56,719	$52,786
11-20 Years Experience	$58,989	$57,147	$56,041
Over 20 Years Experience	$64,123	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$58,136	$56,382	$54,122
Professional Support	$59,267	$70,595	$64,069
Campus Administration (School Leadership)	$95,271	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

Total Students: 431
Grade Span: EE - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	150	34.8%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	22	5.1%	5.3%	8.1%
Special Education	52	12.1%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	10.0	25.4%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	23.1	59.1%	68.3%	71.4%
Special Education	6.1	15.5%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

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

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

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **FRAZIER EL**

Campus Number: **101917127**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Mathematics

Postsecondary Readiness

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**91%**	92%	89%	100%	-	*	-	*	60%	*	91%	89%	91%	88%
	2018	77%	78%	**93%**	100%	91%	100%	-	*	-	-	76%	-	94%	87%	94%	94%
At Meets Grade Level or Above	2019	45%	42%	**57%**	58%	56%	57%	-	*	-	*	33%	*	54%	78%	53%	38%
	2018	43%	40%	**58%**	25%	60%	90%	-	*	-	-	47%	-	61%	47%	58%	50%
At Masters Grade Level	2019	27%	23%	**42%**	50%	39%	43%	-	*	-	*	0%	*	40%	56%	41%	31%
	2018	25%	19%	**34%**	13%	32%	70%	-	*	-	-	12%	-	37%	20%	33%	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**89%**	92%	87%	100%	-	*	-	*	71%	*	91%	78%	89%	88%
	2018	78%	78%	**97%**	100%	97%	90%	-	*	-	-	94%	-	97%	93%	98%	100%
At Meets Grade Level or Above	2019	49%	41%	**58%**	58%	57%	71%	-	*	-	*	57%	*	61%	33%	59%	75%
	2018	47%	40%	**69%**	50%	71%	70%	-	*	-	-	59%	-	72%	53%	74%	72%
At Masters Grade Level	2019	25%	17%	**22%**	25%	17%	57%	-	*	-	*	21%	*	22%	22%	22%	25%
	2018	23%	16%	**35%**	13%	35%	50%	-	*	-	-	29%	-	37%	27%	39%	22%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**87%**	86%	87%	90%	-	*	-	-	62%	-	90%	79%	87%	90%
	2018	73%	71%	**84%**	80%	80%	100%	-	*	-	*	69%	-	82%	90%	85%	73%
At Meets Grade Level or Above	2019	44%	41%	**58%**	29%	58%	80%	-	*	-	-	24%	-	61%	47%	55%	50%
	2018	46%	41%	**52%**	50%	46%	69%	-	*	-	*	31%	-	50%	60%	51%	42%
At Masters Grade Level	2019	22%	17%	**19%**	0%	19%	30%	-	*	-	-	0%	-	19%	16%	16%	10%
	2018	24%	19%	**22%**	10%	18%	31%	-	*	-	*	25%	-	21%	25%	21%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**95%**	100%	94%	100%	-	*	-	-	90%	-	97%	89%	94%	85%
	2018	78%	77%	**94%**	90%	93%	100%	-	*	-	*	88%	-	94%	95%	93%	96%
At Meets Grade Level or Above	2019	48%	40%	**70%**	57%	69%	80%	-	*	-	-	48%	-	72%	63%	72%	75%
	2018	49%	43%	**65%**	60%	61%	77%	-	*	-	*	44%	-	66%	60%	61%	54%
At Masters Grade Level	2019	28%	18%	**30%**	14%	30%	50%	-	*	-	-	24%	-	30%	32%	31%	20%
	2018	27%	20%	**26%**	20%	25%	31%	-	*	-	*	6%	-	26%	25%	27%	23%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**77%**	71%	73%	100%	-	*	-	-	67%	-	78%	74%	75%	85%
	2018	63%	62%	**74%**	70%	70%	85%	-	*	-	*	56%	-	74%	75%	73%	62%
At Meets Grade Level or Above	2019	35%	30%	**29%**	14%	28%	50%	-	*	-	-	24%	-	30%	26%	22%	10%
	2018	39%	36%	**38%**	50%	31%	46%	-	*	-	*	25%	-	37%	40%	36%	31%
At Masters Grade Level	2019	11%	8%	**2%**	0%	1%	10%	-	*	-	-	0%	-	3%	0%	0%	0%
	2018	11%	8%	**5%**	0%	7%	0%	-	*	-	*	6%	-	4%	5%	4%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**88%**	89%	86%	98%	-	100%	-	*	71%	*	89%	81%	87%	87%
	2018	77%	74%	**88%**	87%	87%	95%	-	100%	-	100%	77%	-	88%	88%	89%	83%
At Meets Grade Level or Above	2019	50%	45%	**54%**	47%	53%	68%	-	58%	-	*	36%	*	56%	48%	52%	49%
	2018	48%	42%	**56%**	48%	54%	69%	-	44%	-	100%	41%	-	57%	52%	56%	48%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

Total Students: 485
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**23%**	22%	21%	36%	-	25%	-	*	9%	*	23%	21%	22%	16%
	2018	22%	16%	**24%**	11%	24%	34%	-	33%	-	33%	16%	-	25%	20%	25%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**89%**	89%	88%	94%	-	100%	-	*	61%	*	90%	82%	89%	89%
	2018	74%	69%	**89%**	89%	86%	100%	-	*	-	*	73%	-	88%	89%	89%	82%
At Meets Grade Level or Above	2019	48%	42%	**58%**	47%	57%	71%	-	60%	-	*	28%	*	58%	57%	54%	44%
	2018	46%	39%	**55%**	39%	53%	78%	-	*	-	*	39%	-	55%	54%	54%	45%
At Masters Grade Level	2019	21%	15%	**29%**	32%	28%	35%	-	40%	-	*	0%	*	30%	29%	28%	19%
	2018	19%	14%	**28%**	11%	25%	48%	-	*	-	*	18%	-	29%	23%	27%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**93%**	95%	91%	100%	-	100%	-	*	83%	*	94%	86%	92%	86%
	2018	81%	80%	**95%**	94%	95%	96%	-	*	-	*	91%	-	96%	94%	95%	98%
At Meets Grade Level or Above	2019	52%	47%	**64%**	58%	63%	76%	-	80%	-	*	51%	*	66%	54%	65%	75%
	2018	50%	43%	**67%**	56%	66%	74%	-	*	-	*	52%	-	69%	57%	68%	61%
At Masters Grade Level	2019	26%	21%	**27%**	21%	24%	53%	-	20%	-	*	23%	*	26%	29%	27%	22%
	2018	24%	17%	**30%**	17%	30%	39%	-	*	-	*	18%	-	32%	26%	33%	23%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**77%**	71%	73%	100%	-	*	-	-	67%	-	78%	74%	75%	85%
	2018	66%	62%	**74%**	70%	70%	85%	-	*	-	*	56%	-	74%	75%	73%	62%
At Meets Grade Level or Above	2019	38%	32%	**29%**	14%	28%	50%	-	*	-	-	24%	-	30%	26%	22%	10%
	2018	41%	35%	**38%**	50%	31%	46%	-	*	-	*	25%	-	37%	40%	36%	31%
At Masters Grade Level	2019	14%	10%	**2%**	0%	1%	10%	-	*	-	-	0%	-	3%	0%	0%	0%
	2018	13%	8%	**5%**	0%	7%	0%	-	*	-	*	6%	-	4%	5%	4%	8%

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

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

Total Students: 485
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**59**	50	62	45	-	*	-	-	36	-	58	63	63	61
	2018	63	61	**62**	89	58	46	-	*	-	*	87	-	63	58	65	45
Grade 4 Mathematics	2019	65	61	**62**	57	60	80	-	*	-	-	61	-	60	69	61	50
	2018	65	61	**63**	78	59	62	-	*	-	*	44	-	60	73	60	52
All Grades Both Subjects	2019	69	69	**61**	54	61	63	-	*	-	-	49	-	59	66	62	53
	2018	69	68	**62**	83	58	54	-	*	-	92	65	-	61	66	62	50
All Grades ELA/Reading	2019	68	68	**59**	50	62	45	-	*	-	-	36	-	58	63	63	61
	2018	69	68	**62**	89	58	46	-	*	-	*	87	-	63	58	65	45
All Grades Mathematics	2019	70	70	**62**	57	60	80	-	*	-	-	61	-	60	69	61	50
	2018	70	69	**63**	78	59	62	-	*	-	*	44	-	60	73	60	52

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**50%**	-	50%	-	-	-	-	-	*	*	*
	2018	38%	36%	*	*	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	*	-	*	*	-	-	-	-	*	*	-
	2018	47%	48%	*	*	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

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

Total Students: 485
Grade Span: EE - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**88%**	88%	-	88%	-	-	*	-	*	79%	88%	86%
	2018	77%	74%	**88%**	88%	-	88%	-	-	*	-	*	65%	88%	82%
At Meets Grade Level or Above	2019	50%	45%	**54%**	52%	-	52%	-	-	*	-	*	26%	52%	47%
	2018	48%	42%	**56%**	56%	-	56%	-	-	*	-	*	31%	54%	48%
At Masters Grade Level	2019	24%	18%	**23%**	17%	-	17%	-	-	*	-	*	0%	16%	13%
	2018	22%	16%	**24%**	19%	-	19%	-	-	*	-	*	12%	19%	17%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**89%**	88%	-	88%	-	-	*	-	*	86%	89%	88%
	2018	74%	69%	**89%**	89%	-	89%	-	-	*	-	*	50%	90%	79%
At Meets Grade Level or Above	2019	48%	42%	**58%**	46%	-	46%	-	-	*	-	*	14%	48%	41%
	2018	46%	39%	**55%**	61%	-	61%	-	-	*	-	*	20%	59%	49%
At Masters Grade Level	2019	21%	15%	**29%**	19%	-	19%	-	-	*	-	*	0%	19%	15%
	2018	19%	14%	**28%**	21%	-	21%	-	-	*	-	*	0%	21%	15%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**93%**	88%	-	88%	-	-	*	-	*	71%	89%	85%
	2018	81%	80%	**95%**	96%	-	96%	-	-	*	-	*	100%	97%	97%
At Meets Grade Level or Above	2019	52%	47%	**64%**	77%	-	77%	-	-	*	-	*	57%	78%	74%
	2018	50%	43%	**67%**	64%	-	64%	-	-	*	-	*	50%	62%	59%
At Masters Grade Level	2019	26%	21%	**27%**	23%	-	23%	-	-	*	-	*	0%	22%	18%
	2018	24%	17%	**30%**	21%	-	21%	-	-	*	-	*	30%	21%	23%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**77%**	86%	-	86%	-	-	*	-	*	80%	87%	85%
	2018	66%	62%	**74%**	69%	-	69%	-	-	-	-	-	33%	69%	59%
At Meets Grade Level or Above	2019	38%	32%	**29%**	14%	-	14%	-	-	*	-	*	0%	13%	10%
	2018	41%	35%	**38%**	31%	-	31%	-	-	-	-	-	17%	31%	27%
At Masters Grade Level	2019	14%	10%	**2%**	0%	-	0%	-	-	*	-	*	0%	0%	0%
	2018	13%	8%	**5%**	13%	-	13%	-	-	-	-	-	0%	13%	9%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**61%**	59%	-	59%	-	-	*	-	*	35%	63%	53%
	2018	69%	68%	**62%**	47%	-	47%	-	-	-	-	-	68%	47%	55%
All Grades ELA/Reading	2019	68%	68%	**59%**	*	-	*	-	-	*	-	*	50%	*	61%
	2018	69%	68%	**62%**	*	-	*	-	-	-	-	-	60%	*	57%
All Grades Mathematics	2019	70%	70%	**62%**	57%	-	57%	-	-	*	-	*	20%	60%	50%
	2018	70%	69%	**63%**	47%	-	47%	-	-	-	-	-	75%	47%	55%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**50%**	-	-	-	-	-	-	-	-	*	-	*
	2018	38%	36%	*	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2019	45%	48%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	48%	*	-	-	-	-	-	-	-	-	*	-	*

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

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

Total Students: 485
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	99%	100%	100%
Included in Accountability	94%	94%	**96%**	96%	96%	96%	-	100%	-	*	95%	96%	100%
Not Included in Accountability													
Mobile	4%	3%	**4%**	4%	3%	4%	-	0%	-	*	4%	3%	0%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	100%	95%	92%	-	100%	-	100%	96%	95%	93%
Not Included in Accountability													
Mobile	4%	4%	**5%**	0%	5%	8%	-	0%	-	0%	4%	5%	7%
Other Exclusions	1%	2%	**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: FRAZIER EL
Campus Number: 101917127

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

Total Students: 485
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.4%**	97.0%	96.5%	94.9%	-	96.9%	-	99.0%	95.4%	96.4%	97.1%
2016-17	95.7%	94.6%	**97.0%**	97.1%	97.1%	96.7%	-	96.5%	*	*	97.0%	97.1%	97.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

Total Students: 485
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

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

Total Students: 485
Grade Span: EE - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

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

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

Total Students: 485
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

Total Students: 485
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	485	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	20	4.1%	0.3%	0.3%
Pre-Kindergarten	87	17.9%	4.3%	4.4%
Kindergarten	76	15.7%	6.4%	6.9%
Grade 1	68	14.0%	7.1%	7.1%
Grade 2	62	12.8%	7.0%	7.2%
Grade 3	83	17.1%	7.1%	7.3%
Grade 4	89	18.4%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	42	8.7%	7.2%	12.6%
Hispanic	369	76.1%	83.4%	52.6%
White	47	9.7%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	17	3.5%	3.0%	4.5%
Pacific Islander	2	0.4%	0.1%	0.2%
Two or More Races	8	1.6%	0.6%	2.4%
Economically Disadvantaged	392	80.8%	86.3%	60.6%
Non-Educationally Disadvantaged	93	19.2%	13.7%	39.4%
Section 504 Students	35	7.2%	5.6%	6.5%
English Learners (EL)	100	20.6%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	30	6.2%	4.1%	3.6%
At-Risk	256	52.8%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	82			
By Type of Primary Disability				
Students with Intellectual Disabilities	19	23.2%	44.2%	42.4%
Students with Physical Disabilities	8	9.8%	16.3%	21.9%
Students with Autism	43	52.4%	21.4%	13.7%
Students with Behavioral Disabilities	6	7.3%	17.1%	20.6%
Students with Non-Categorical Early Childhood	6	7.3%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	52	14.1%	15.6%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	9	2.4%		
Hispanic	34	9.2%		
White	9	2.4%		
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	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	1.8%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	12.7%	10.1%	3.1%	16.7%	12.3%	5.5%
Grade 2	1.4%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	1.4%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	1.4%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.3	17.5	18.9
Grade 1	18.9	17.7	18.8
Grade 2	16.9	17.0	18.7
Grade 3	17.0	16.9	18.9
Grade 4	18.0	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

Total Students: 485
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	68.6	100.0%	100.0%	100.0%
Professional Staff:	46.1	67.3%	59.1%	64.1%
Teachers	37.8	55.2%	46.1%	49.8%
Professional Support	6.3	9.2%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.9%	2.4%	3.0%
Educational Aides:	22.4	32.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	40.4	58.9%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	4.0	10.6%	10.1%	10.6%
Hispanic	10.8	28.6%	35.2%	27.7%
White	20.0	52.9%	50.5%	58.4%
American Indian	1.0	2.6%	0.2%	0.3%
Asian	2.0	5.3%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	1.0	2.6%	24.4%	23.8%
Females	36.8	97.4%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	30.8	81.5%	76.3%	73.6%
Masters	7.0	18.5%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.4%	7.0%
1-5 Years Experience	12.0	31.7%	35.0%	28.9%
6-10 Years Experience	10.8	28.6%	21.1%	19.0%
11-20 Years Experience	8.0	21.1%	26.5%	29.3%
Over 20 Years Experience	7.0	18.5%	10.9%	15.7%
Number of Students per Teacher	12.8	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

Total Students: 485
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	7.5	6.3
Average Years Experience of Principals with District	8.0	7.3	5.4
Average Years Experience of Assistant Principals	4.0	6.3	5.3
Average Years Experience of Assistant Principals with District	4.0	6.0	4.7
Average Years Experience of Teachers:	11.3	9.7	11.1
Average Years Experience of Teachers with District:	9.5	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$51,929	$47,218
1-5 Years Experience	$55,167	$54,679	$50,408
6-10 Years Experience	$56,943	$56,719	$52,786
11-20 Years Experience	$49,696	$57,147	$56,041
Over 20 Years Experience	$62,471	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,870	$56,382	$54,122
Professional Support	$62,044	$70,595	$64,069
Campus Administration (School Leadership)	$93,681	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

Total Students: 485
Grade Span: EE - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	84	17.3%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	43	8.9%	5.3%	8.1%
Special Education	82	16.9%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	7.0	18.6%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	26.1	69.0%	68.3%	71.4%
Special Education	4.7	12.4%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **TEAGUE EL**

Campus Number: **101917128**

2019 Accountability Rating: **C**

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**86%**	71%	84%	100%	-	100%	-	*	38%	83%	87%	73%	84%	91%
	2018	77%	78%	**82%**	67%	86%	60%	-	100%	-	*	45%	*	83%	79%	84%	88%
At Meets Grade Level or Above	2019	45%	42%	**40%**	14%	43%	33%	-	42%	-	*	15%	17%	40%	36%	40%	53%
	2018	43%	40%	**36%**	33%	35%	47%	-	38%	-	*	36%	*	38%	21%	33%	38%
At Masters Grade Level	2019	27%	23%	**27%**	14%	28%	25%	-	33%	-	*	15%	17%	27%	27%	28%	36%
	2018	25%	19%	**21%**	11%	25%	13%	-	13%	-	*	9%	*	22%	14%	20%	23%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**87%**	71%	86%	92%	-	100%	-	*	46%	100%	86%	91%	87%	91%
	2018	78%	78%	**76%**	67%	71%	87%	-	100%	-	*	55%	*	75%	79%	71%	88%
At Meets Grade Level or Above	2019	49%	41%	**48%**	29%	46%	42%	-	75%	-	*	15%	50%	45%	73%	49%	53%
	2018	47%	40%	**36%**	22%	31%	40%	-	88%	-	*	36%	*	38%	21%	34%	45%
At Masters Grade Level	2019	25%	17%	**17%**	14%	14%	8%	-	50%	-	*	8%	0%	17%	9%	17%	24%
	2018	23%	16%	**16%**	11%	15%	20%	-	25%	-	*	9%	*	17%	7%	18%	23%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**78%**	89%	75%	73%	-	100%	-	*	43%	*	77%	81%	77%	85%
	2018	73%	71%	**84%**	*	83%	93%	-	88%	-	*	58%	*	87%	76%	82%	78%
At Meets Grade Level or Above	2019	44%	41%	**43%**	44%	41%	33%	-	75%	-	*	36%	*	44%	37%	35%	44%
	2018	46%	41%	**49%**	*	45%	71%	-	50%	-	*	33%	*	54%	31%	43%	36%
At Masters Grade Level	2019	22%	17%	**21%**	22%	21%	13%	-	25%	-	*	0%	*	23%	11%	20%	21%
	2018	24%	19%	**22%**	*	18%	36%	-	25%	-	*	8%	*	25%	14%	20%	20%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**66%**	67%	62%	67%	-	88%	-	*	43%	*	67%	59%	65%	77%
	2018	78%	77%	**79%**	*	77%	79%	-	100%	-	*	50%	*	83%	66%	79%	82%
At Meets Grade Level or Above	2019	48%	40%	**33%**	22%	29%	33%	-	75%	-	*	36%	*	37%	19%	32%	49%
	2018	49%	43%	**43%**	*	39%	57%	-	75%	-	*	42%	*	48%	24%	44%	42%
At Masters Grade Level	2019	28%	18%	**17%**	11%	17%	13%	-	38%	-	*	14%	*	18%	11%	17%	23%
	2018	27%	20%	**18%**	*	15%	29%	-	38%	-	*	25%	*	21%	7%	19%	24%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**69%**	67%	66%	67%	-	100%	-	*	36%	*	71%	62%	69%	79%
	2018	63%	62%	**74%**	*	73%	86%	-	75%	-	*	50%	*	80%	55%	71%	76%
At Meets Grade Level or Above	2019	35%	30%	**35%**	33%	31%	33%	-	88%	-	*	29%	*	38%	23%	31%	38%
	2018	39%	36%	**43%**	*	40%	57%	-	63%	-	*	25%	*	49%	24%	39%	38%
At Masters Grade Level	2019	11%	8%	**8%**	11%	7%	0%	-	38%	-	*	14%	*	10%	4%	5%	5%
	2018	11%	8%	**11%**	*	11%	7%	-	0%	-	*	17%	*	13%	3%	11%	9%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**77%**	73%	74%	78%	-	98%	-	88%	41%	67%	78%	71%	77%	85%
	2018	77%	74%	**79%**	67%	78%	81%	-	93%	-	93%	52%	80%	82%	69%	77%	82%
At Meets Grade Level or Above	2019	50%	45%	**40%**	29%	38%	35%	-	69%	-	44%	26%	22%	41%	32%	38%	48%
	2018	48%	42%	**42%**	33%	38%	54%	-	63%	-	53%	34%	20%	45%	25%	39%	40%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

Total Students: 706
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**18%**	15%	17%	12%	-	38%	-	6%	10%	6%	19%	11%	17%	23%
	2018	22%	16%	**18%**	15%	17%	21%	-	20%	-	33%	14%	0%	20%	9%	17%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**82%**	81%	79%	85%	-	100%	-	83%	41%	75%	82%	79%	81%	88%
	2018	74%	69%	**83%**	67%	84%	76%	-	94%	-	100%	52%	*	85%	77%	83%	82%
At Meets Grade Level or Above	2019	48%	42%	**41%**	31%	42%	33%	-	55%	-	33%	26%	13%	42%	37%	38%	49%
	2018	46%	39%	**43%**	33%	40%	59%	-	44%	-	67%	35%	*	46%	28%	38%	36%
At Masters Grade Level	2019	21%	15%	**24%**	19%	24%	19%	-	30%	-	17%	7%	13%	25%	16%	24%	30%
	2018	19%	14%	**22%**	17%	21%	24%	-	19%	-	50%	9%	*	23%	14%	20%	21%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**76%**	69%	74%	78%	-	95%	-	83%	44%	75%	77%	68%	76%	85%
	2018	81%	80%	**77%**	67%	75%	83%	-	100%	-	100%	52%	*	79%	70%	75%	85%
At Meets Grade Level or Above	2019	52%	47%	**40%**	25%	38%	37%	-	75%	-	50%	26%	38%	41%	34%	41%	51%
	2018	50%	43%	**40%**	25%	35%	48%	-	81%	-	50%	39%	*	43%	23%	39%	44%
At Masters Grade Level	2019	26%	21%	**17%**	13%	15%	11%	-	45%	-	0%	11%	0%	18%	11%	17%	23%
	2018	24%	17%	**17%**	8%	15%	24%	-	31%	-	17%	17%	*	19%	7%	18%	24%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**69%**	67%	66%	67%	-	100%	-	*	36%	*	71%	62%	69%	79%
	2018	66%	62%	**74%**	*	73%	86%	-	75%	-	*	50%	*	80%	55%	71%	76%
At Meets Grade Level or Above	2019	38%	32%	**35%**	33%	31%	33%	-	88%	-	*	29%	*	38%	23%	31%	38%
	2018	41%	35%	**43%**	*	40%	57%	-	63%	-	*	25%	*	49%	24%	39%	38%
At Masters Grade Level	2019	14%	10%	**8%**	11%	7%	0%	-	38%	-	*	14%	*	10%	4%	5%	5%
	2018	13%	8%	**11%**	*	11%	7%	-	0%	-	*	17%	*	13%	3%	11%	9%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

Total Students: 706
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**70**	83	66	67	-	94	-	*	50	*	67	81	69	75
	2018	63	61	**60**	*	59	50	-	69	-	*	50	*	60	60	61	56
Grade 4 Mathematics	2019	65	61	**53**	61	52	50	-	75	-	*	50	*	56	40	54	61
	2018	65	61	**58**	*	56	54	-	94	-	*	50	*	61	44	59	68
All Grades Both Subjects	2019	69	69	**61**	72	58	58	-	84	-	56	50	*	61	59	60	65
	2018	69	68	**59**	*	57	52	-	81	-	83	50	*	61	51	60	65
All Grades ELA/Reading	2019	68	68	**70**	83	66	67	-	94	-	*	50	*	67	81	69	75
	2018	69	68	**60**	*	59	50	-	69	-	*	50	*	60	60	61	56
All Grades Mathematics	2019	70	70	**53**	61	52	50	-	75	-	*	50	*	56	40	54	61
	2018	70	69	**58**	*	56	54	-	94	-	*	50	*	61	44	59	68

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**38%**	*	33%	33%	-	-	-	-	20%	42%	*
	2018	38%	36%	**58%**	-	63%	*	-	*	-	-	*	56%	*
Mathematics	2019	45%	48%	**19%**	*	14%	*	-	-	-	-	0%	18%	*
	2018	47%	48%	**35%**	*	36%	*	-	*	-	-	*	43%	*

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 706
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**77%**	84%	-	84%	-	-	-	-	-	86%	84%	85%
	2018	77%	74%	**79%**	81%	-	81%	-	-	-	-	-	82%	81%	81%
At Meets Grade Level or Above	2019	50%	45%	**40%**	48%	-	48%	-	-	-	-	-	46%	48%	47%
	2018	48%	42%	**42%**	41%	-	41%	-	-	-	-	-	30%	41%	38%
At Masters Grade Level	2019	24%	18%	**18%**	22%	-	22%	-	-	-	-	-	21%	22%	22%
	2018	22%	16%	**18%**	25%	-	25%	-	-	-	-	-	7%	25%	20%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**82%**	86%	-	86%	-	-	-	-	-	89%	86%	88%
	2018	74%	69%	**83%**	78%	-	78%	-	-	-	-	-	88%	78%	81%
At Meets Grade Level or Above	2019	48%	42%	**41%**	52%	-	52%	-	-	-	-	-	45%	52%	49%
	2018	46%	39%	**43%**	38%	-	38%	-	-	-	-	-	21%	38%	33%
At Masters Grade Level	2019	21%	15%	**24%**	34%	-	34%	-	-	-	-	-	24%	34%	30%
	2018	19%	14%	**22%**	25%	-	25%	-	-	-	-	-	8%	25%	20%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**76%**	86%	-	86%	-	-	-	-	-	84%	86%	85%
	2018	81%	80%	**77%**	85%	-	85%	-	-	-	-	-	83%	85%	85%
At Meets Grade Level or Above	2019	52%	47%	**40%**	50%	-	50%	-	-	-	-	-	50%	50%	50%
	2018	50%	43%	**40%**	45%	-	45%	-	-	-	-	-	38%	45%	43%
At Masters Grade Level	2019	26%	21%	**17%**	20%	-	20%	-	-	-	-	-	24%	20%	22%
	2018	24%	17%	**17%**	31%	-	31%	-	-	-	-	-	8%	31%	24%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**69%**	77%	-	77%	-	-	-	-	-	78%	77%	77%
	2018	66%	62%	**74%**	79%	-	79%	-	-	-	-	-	67%	79%	76%
At Meets Grade Level or Above	2019	38%	32%	**35%**	38%	-	38%	-	-	-	-	-	33%	38%	37%
	2018	41%	35%	**43%**	38%	-	38%	-	-	-	-	-	33%	38%	37%
At Masters Grade Level	2019	14%	10%	**8%**	4%	-	4%	-	-	-	-	-	0%	4%	3%
	2018	13%	8%	**11%**	14%	-	14%	-	-	-	-	-	0%	14%	10%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**61%**	54%	-	54%	-	-	-	-	-	78%	54%	64%
	2018	69%	68%	**59%**	58%	-	58%	-	-	-	-	-	69%	58%	63%
All Grades ELA/Reading	2019	68%	68%	**70%**	*	-	*	-	-	-	-	-	89%	*	80%
	2018	69%	68%	**60%**	*	-	*	-	-	-	-	-	54%	*	50%
All Grades Mathematics	2019	70%	70%	**53%**	56%	-	56%	-	-	-	-	-	67%	56%	59%
	2018	70%	69%	**58%**	60%	-	60%	-	-	-	-	-	83%	60%	67%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**38%**	-	-	-	-	-	-	-	-	*	-	*
	2018	38%	36%	**58%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2019	45%	48%	**19%**	-	-	-	-	-	-	-	-	*	-	*
	2018	47%	48%	**35%**	-	-	-	-	-	-	-	-	*	-	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

Total Students: 706
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	100%	96%	92%	-	96%	-	89%	100%	93%	93%
Not Included in Accountability													
Mobile	4%	3%	**4%**	0%	3%	8%	-	4%	-	11%	0%	5%	5%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	90%	93%	90%	-	100%	-	79%	95%	92%	96%
Not Included in Accountability													
Mobile	4%	4%	**7%**	10%	6%	10%	-	0%	-	21%	5%	7%	2%
Other Exclusions	1%	2%	**0%**	0%	0%	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%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.0%**	93.9%	96.0%	96.2%	*	97.9%	-	94.5%	93.7%	95.7%	96.9%
2016-17	95.7%	94.6%	**96.2%**	95.2%	96.3%	95.8%	-	97.1%	*	94.3%	94.1%	96.2%	97.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

Total Students: 706
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 706
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

Total Students: 706
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

Total Students: 706
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 706
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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	706	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	46	6.5%	4.3%	4.4%
Kindergarten	115	16.3%	6.4%	6.9%
Grade 1	134	19.0%	7.1%	7.1%
Grade 2	144	20.4%	7.0%	7.2%
Grade 3	130	18.4%	7.1%	7.3%
Grade 4	137	19.4%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	42	5.9%	7.2%	12.6%
Hispanic	516	73.1%	83.4%	52.6%
White	75	10.6%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	60	8.5%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	13	1.8%	0.6%	2.4%
Economically Disadvantaged	523	74.1%	86.3%	60.6%
Non-Educationally Disadvantaged	183	25.9%	13.7%	39.4%
Section 504 Students	34	4.8%	5.6%	6.5%
English Learners (EL)	246	34.8%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	25	3.5%	4.1%	3.6%
At-Risk	363	51.4%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	78			
By Type of Primary Disability				
Students with Intellectual Disabilities	14	17.9%	44.2%	42.4%
Students with Physical Disabilities	35	44.9%	16.3%	21.9%
Students with Autism	17	21.8%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	58	10.2%	15.6%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	6	1.1%		
Hispanic	37	6.5%		
White	9	1.6%		
American Indian	0	0.0%		
Asian	3	0.5%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.5%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.9%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	4.0%	10.1%	3.1%	15.4%	12.3%	5.5%
Grade 2	5.6%	6.5%	1.8%	28.6%	4.1%	2.3%
Grade 3	0.8%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.8%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.4	17.5	18.9
Grade 1	19.7	17.7	18.8
Grade 2	21.8	17.0	18.7
Grade 3	17.4	16.9	18.9
Grade 4	21.2	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

Total Students: 706
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	69.2	100.0%	100.0%	100.0%
Professional Staff:	57.0	82.3%	59.1%	64.1%
Teachers	48.3	69.7%	46.1%	49.8%
Professional Support	6.7	9.7%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.9%	2.4%	3.0%
Educational Aides:	12.2	17.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	35.8	51.7%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	4.0	8.3%	10.1%	10.6%
Hispanic	17.0	35.2%	35.2%	27.7%
White	26.3	54.4%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.1%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	8.3%	24.4%	23.8%
Females	44.3	91.7%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	37.3	77.2%	76.3%	73.6%
Masters	11.0	22.8%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.1%	6.4%	7.0%
1-5 Years Experience	15.0	31.1%	35.0%	28.9%
6-10 Years Experience	12.0	24.9%	21.1%	19.0%
11-20 Years Experience	10.3	21.3%	26.5%	29.3%
Over 20 Years Experience	10.0	20.7%	10.9%	15.7%
Number of Students per Teacher	14.6	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

Total Students: 706
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	7.5	6.3
Average Years Experience of Principals with District	13.0	7.3	5.4
Average Years Experience of Assistant Principals	4.0	6.3	5.3
Average Years Experience of Assistant Principals with District	4.0	6.0	4.7
Average Years Experience of Teachers:	11.9	9.7	11.1
Average Years Experience of Teachers with District:	8.0	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,140	$51,929	$47,218
1-5 Years Experience	$54,987	$54,679	$50,408
6-10 Years Experience	$54,480	$56,719	$52,786
11-20 Years Experience	$58,228	$57,147	$56,041
Over 20 Years Experience	$58,681	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,277	$56,382	$54,122
Professional Support	$63,507	$70,595	$64,069
Campus Administration (School Leadership)	$96,711	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	172	24.4%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	20	2.8%	5.3%	8.1%
Special Education	78	11.0%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	10.7	22.1%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	36.5	75.6%	68.3%	71.4%
Special Education	1.1	2.3%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MOORE EL**

Campus Number: **101917129**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

Total Students: 423
Grade Span: PK - 04
School Type: Elementary

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**84%**	100%	78%	100%	-	90%	-	-	50%	-	85%	75%	83%	79%
	2018	77%	78%	**75%**	88%	70%	*	-	90%	-	*	56%	-	72%	86%	72%	64%
At Meets Grade Level or Above	2019	45%	42%	**39%**	44%	31%	100%	-	40%	-	-	0%	-	40%	33%	40%	41%
	2018	43%	40%	**36%**	50%	28%	*	-	60%	-	*	22%	-	36%	36%	30%	32%
At Masters Grade Level	2019	27%	23%	**24%**	22%	18%	67%	-	30%	-	-	0%	-	26%	8%	23%	28%
	2018	25%	19%	**22%**	25%	15%	*	-	50%	-	*	11%	-	26%	7%	22%	21%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**79%**	89%	71%	100%	-	100%	-	-	50%	-	79%	75%	73%	83%
	2018	78%	78%	**73%**	75%	76%	*	-	80%	-	*	44%	-	72%	80%	72%	62%
At Meets Grade Level or Above	2019	49%	41%	**50%**	22%	44%	83%	-	90%	-	-	0%	-	53%	33%	43%	62%
	2018	47%	40%	**44%**	63%	38%	*	-	60%	-	*	44%	-	42%	53%	42%	31%
At Masters Grade Level	2019	25%	17%	**21%**	11%	16%	50%	-	40%	-	-	0%	-	22%	17%	17%	21%
	2018	23%	16%	**9%**	25%	4%	*	-	20%	-	*	11%	-	10%	7%	11%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**89%**	89%	88%	*	-	100%	-	*	70%	*	88%	95%	88%	86%
	2018	73%	71%	**77%**	92%	71%	*	-	85%	-	*	25%	-	81%	65%	69%	64%
At Meets Grade Level or Above	2019	44%	41%	**53%**	56%	51%	*	-	70%	-	*	20%	*	54%	53%	52%	41%
	2018	46%	41%	**54%**	58%	51%	*	-	54%	-	*	25%	-	56%	48%	43%	36%
At Masters Grade Level	2019	22%	17%	**27%**	11%	25%	*	-	40%	-	*	10%	*	29%	21%	24%	17%
	2018	24%	19%	**24%**	33%	20%	*	-	31%	-	*	0%	-	24%	26%	20%	19%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**81%**	78%	80%	*	-	100%	-	*	50%	*	82%	79%	83%	79%
	2018	78%	77%	**81%**	92%	75%	*	-	93%	-	*	25%	-	84%	74%	78%	76%
At Meets Grade Level or Above	2019	48%	40%	**53%**	44%	49%	*	-	90%	-	*	30%	*	54%	53%	55%	52%
	2018	49%	43%	**55%**	58%	46%	*	-	73%	-	*	25%	-	55%	52%	52%	50%
At Masters Grade Level	2019	28%	18%	**25%**	11%	24%	*	-	50%	-	*	20%	*	25%	26%	28%	28%
	2018	27%	20%	**31%**	33%	20%	*	-	60%	-	*	13%	-	34%	22%	30%	34%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**73%**	78%	69%	*	-	90%	-	*	30%	*	73%	74%	76%	62%
	2018	63%	62%	**72%**	83%	67%	*	-	79%	-	*	29%	-	76%	57%	60%	67%
At Meets Grade Level or Above	2019	35%	30%	**36%**	67%	29%	*	-	40%	-	*	10%	*	32%	47%	34%	17%
	2018	39%	36%	**47%**	67%	43%	*	-	43%	-	*	29%	-	45%	52%	36%	31%
At Masters Grade Level	2019	11%	8%	**16%**	22%	12%	*	-	30%	-	*	10%	*	14%	21%	19%	14%
	2018	11%	8%	**12%**	0%	8%	*	-	29%	-	*	0%	-	14%	5%	7%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**81%**	87%	77%	89%	-	96%	-	78%	50%	*	82%	80%	81%	78%
	2018	77%	74%	**76%**	87%	72%	85%	-	85%	-	56%	37%	-	77%	71%	70%	67%
At Meets Grade Level or Above	2019	50%	45%	**46%**	47%	41%	72%	-	66%	-	44%	13%	*	46%	46%	45%	43%
	2018	48%	42%	**48%**	60%	42%	75%	-	58%	-	33%	29%	-	47%	49%	41%	37%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

Total Students: 423
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**23%**	16%	19%	44%	-	38%	-	33%	9%	*	23%	20%	22%	21%
	2018	22%	16%	**20%**	23%	14%	45%	-	39%	-	22%	7%	-	22%	15%	18%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**86%**	94%	83%	100%	-	95%	-	*	61%	*	86%	87%	86%	83%
	2018	74%	69%	**76%**	90%	71%	88%	-	87%	-	*	41%	-	77%	73%	70%	64%
At Meets Grade Level or Above	2019	48%	42%	**46%**	50%	41%	88%	-	55%	-	*	11%	*	46%	45%	46%	41%
	2018	46%	39%	**46%**	55%	41%	75%	-	57%	-	*	24%	-	47%	43%	37%	34%
At Masters Grade Level	2019	21%	15%	**25%**	17%	22%	63%	-	35%	-	*	6%	*	27%	16%	24%	22%
	2018	19%	14%	**23%**	30%	18%	38%	-	39%	-	*	6%	-	25%	19%	21%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**80%**	83%	75%	88%	-	100%	-	*	50%	*	81%	77%	78%	81%
	2018	81%	80%	**78%**	85%	76%	75%	-	88%	-	*	35%	-	78%	76%	75%	70%
At Meets Grade Level or Above	2019	52%	47%	**52%**	33%	46%	75%	-	90%	-	*	17%	*	53%	45%	49%	57%
	2018	50%	43%	**50%**	60%	43%	75%	-	68%	-	*	35%	-	49%	53%	47%	42%
At Masters Grade Level	2019	26%	21%	**23%**	11%	20%	38%	-	45%	-	*	11%	*	23%	23%	22%	24%
	2018	24%	17%	**22%**	30%	13%	50%	-	44%	-	*	12%	-	23%	16%	22%	22%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**73%**	78%	69%	*	-	90%	-	*	30%	*	73%	74%	76%	62%
	2018	66%	62%	**72%**	83%	67%	*	-	79%	-	*	29%	-	76%	57%	60%	67%
At Meets Grade Level or Above	2019	38%	32%	**36%**	67%	29%	*	-	40%	-	*	10%	*	32%	47%	34%	17%
	2018	41%	35%	**47%**	67%	43%	*	-	43%	-	*	29%	-	45%	52%	36%	31%
At Masters Grade Level	2019	14%	10%	**16%**	22%	12%	*	-	30%	-	*	10%	*	14%	21%	19%	14%
	2018	13%	8%	**12%**	0%	8%	*	-	29%	-	*	0%	-	14%	5%	7%	8%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

Total Students: 423
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**82**	72	84	*	-	75	-	*	85	-	82	83	82	69
	2018	63	61	**69**	68	69	*	-	75	-	*	50	-	72	62	68	67
Grade 4 Mathematics	2019	65	61	**79**	67	78	*	-	90	-	*	85	*	79	78	83	89
	2018	65	61	**65**	86	57	*	-	79	-	*	50	-	66	60	71	57
All Grades Both Subjects	2019	69	69	**80**	69	81	*	-	83	-	100	85	*	80	81	83	82
	2018	69	68	**67**	77	62	75	-	77	-	*	50	-	69	61	69	60
All Grades ELA/Reading	2019	68	68	**82**	72	84	*	-	75	-	*	85	-	82	83	82	69
	2018	69	68	**69**	68	69	*	-	75	-	*	50	-	72	62	68	67
All Grades Mathematics	2019	70	70	**79**	67	78	*	-	90	-	*	85	*	79	78	83	89
	2018	70	69	**65**	86	57	*	-	79	-	*	50	-	66	60	71	57

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**57%**	*	67%	*	-	*	-	*	50%	50%	40%
	2018	38%	36%	**41%**	*	40%	-	-	*	-	-	*	44%	*
Mathematics	2019	45%	48%	**50%**	*	50%	*	-	*	-	*	20%	47%	57%
	2018	47%	48%	**31%**	*	*	-	-	*	-	-	*	*	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**81%**	71%	-	71%	-	-	88%	-	88%	60%	76%	73%
	2018	77%	74%	**76%**	55%	-	56%	*	-	64%	-	64%	33%	58%	54%
At Meets Grade Level or Above	2019	50%	45%	**46%**	35%	-	35%	-	-	48%	-	48%	15%	38%	34%
	2018	48%	42%	**48%**	26%	-	27%	*	-	40%	-	40%	6%	29%	26%
At Masters Grade Level	2019	24%	18%	**23%**	17%	-	17%	-	-	20%	-	20%	5%	18%	16%
	2018	22%	16%	**20%**	7%	-	7%	*	-	20%	-	20%	0%	10%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**86%**	79%	-	79%	-	-	82%	-	82%	71%	80%	79%
	2018	74%	69%	**76%**	50%	-	52%	*	-	67%	-	67%	38%	54%	51%
At Meets Grade Level or Above	2019	48%	42%	**46%**	38%	-	38%	-	-	27%	-	27%	14%	35%	32%
	2018	46%	39%	**46%**	21%	-	22%	*	-	33%	-	33%	0%	24%	20%
At Masters Grade Level	2019	21%	15%	**25%**	21%	-	21%	-	-	18%	-	18%	0%	20%	17%
	2018	19%	14%	**23%**	7%	-	7%	*	-	33%	-	33%	0%	14%	11%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**80%**	72%	-	72%	-	-	100%	-	100%	71%	80%	79%
	2018	81%	80%	**78%**	62%	-	61%	*	-	73%	-	73%	25%	65%	58%
At Meets Grade Level or Above	2019	52%	47%	**52%**	45%	-	45%	-	-	82%	-	82%	29%	55%	51%
	2018	50%	43%	**50%**	31%	-	32%	*	-	55%	-	55%	13%	38%	33%
At Masters Grade Level	2019	26%	21%	**23%**	21%	-	21%	-	-	27%	-	27%	14%	23%	21%
	2018	24%	17%	**22%**	10%	-	11%	*	-	18%	-	18%	0%	13%	10%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**73%**	45%	-	45%	-	-	*	-	*	33%	50%	45%
	2018	66%	62%	**72%**	53%	-	56%	*	-	40%	-	40%	*	50%	50%
At Meets Grade Level or Above	2019	38%	32%	**36%**	0%	-	0%	-	-	*	-	*	0%	0%	0%
	2018	41%	35%	**47%**	24%	-	25%	*	-	20%	-	20%	*	23%	21%
At Masters Grade Level	2019	14%	10%	**16%**	0%	-	0%	-	-	*	-	*	0%	0%	0%
	2018	13%	8%	**12%**	0%	-	0%	*	-	0%	-	0%	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**80%**	83%	-	83%	-	-	75%	-	75%	83%	81%	82%
	2018	69%	68%	**67%**	41%	-	44%	*	-	65%	-	65%	*	50%	47%
All Grades ELA/Reading	2019	68%	68%	**82%**	*	-	*	-	-	*	-	*	67%	*	65%
	2018	69%	68%	**69%**	-	-	-	-	-	*	-	*	*	*	33%
All Grades Mathematics	2019	70%	70%	**79%**	82%	-	82%	-	-	*	-	*	100%	86%	90%
	2018	70%	69%	**65%**	41%	-	44%	*	-	75%	-	75%	*	50%	50%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**57%**	*	-	*	-	-	*	-	*	*	*	40%
	2018	38%	36%	**41%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2019	45%	48%	**50%**	*	-	*	-	-	*	-	*	*	*	57%
	2018	47%	48%	**31%**	-	-	-	-	-	*	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

Total Students: 423
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	94%	95%	86%	-	96%	-	60%	96%	95%	93%
Not Included in Accountability													
Mobile	4%	3%	**6%**	6%	5%	14%	-	0%	-	40%	4%	5%	5%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	4%	-	0%	0%	0%	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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	100%	93%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**92%**	95%	94%	74%	-	90%	-	100%	100%	93%	91%
Not Included in Accountability													
Mobile	4%	4%	**6%**	5%	6%	19%	-	3%	-	0%	0%	5%	5%
Other Exclusions	1%	2%	**1%**	0%	0%	0%	-	7%	-	0%	0%	2%	5%
Not Tested	1%	1%	**1%**	0%	0%	7%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**1%**	0%	0%	7%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 423
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.3%**	96.4%	96.0%	95.8%	-	98.1%	-	95.0%	94.5%	96.2%	97.1%
2016-17	95.7%	94.6%	**96.7%**	96.7%	96.3%	97.0%	-	98.1%	-	96.1%	95.8%	96.5%	97.1%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

Total Students: 423
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 423
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

Total Students: 423
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

Total Students: 423
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

Total Students: 423
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	423	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	41	9.7%	4.3%	4.4%
Kindergarten	76	18.0%	6.4%	6.9%
Grade 1	66	15.6%	7.1%	7.1%
Grade 2	81	19.1%	7.0%	7.2%
Grade 3	82	19.4%	7.1%	7.3%
Grade 4	77	18.2%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	40	9.5%	7.2%	12.6%
Hispanic	269	63.6%	83.4%	52.6%
White	35	8.3%	5.6%	27.4%
American Indian	1	0.2%	0.1%	0.4%
Asian	66	15.6%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	12	2.8%	0.6%	2.4%
Economically Disadvantaged	316	74.7%	86.3%	60.6%
Non-Educationally Disadvantaged	107	25.3%	13.7%	39.4%
Section 504 Students	15	3.5%	5.6%	6.5%
English Learners (EL)	175	41.4%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	14	3.3%	4.1%	3.6%
At-Risk	245	57.9%	62.2%	50.1%
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%	44.2%	42.4%
Students with Physical Disabilities	14	33.3%	16.3%	21.9%
Students with Autism	**	**	21.4%	13.7%
Students with Behavioral Disabilities	*	*	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	61	15.6%	15.6%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	1	0.3%		
Hispanic	34	8.7%		
White	9	2.3%		
American Indian	0	0.0%		
Asian	7	1.8%		
Pacific Islander	0	0.0%		
Two or More Races	10	2.6%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	7.0%	10.1%	3.1%	8.3%	12.3%	5.5%
Grade 2	5.5%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	4.2%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.3	17.5	18.9
Grade 1	17.1	17.7	18.8
Grade 2	18.6	17.0	18.7
Grade 3	15.0	16.9	18.9
Grade 4	14.9	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

Total Students: 423
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	51.7	100.0%	100.0%	100.0%
Professional Staff:	41.4	80.1%	59.1%	64.1%
Teachers	34.2	66.2%	46.1%	49.8%
Professional Support	5.2	10.0%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.9%	2.4%	3.0%
Educational Aides:	10.3	19.9%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	19.4	37.6%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	2.9%	10.1%	10.6%
Hispanic	9.9	29.0%	35.2%	27.7%
White	22.3	65.1%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.9%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	1.3	3.8%	24.4%	23.8%
Females	32.9	96.2%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	24.3	71.0%	76.3%	73.6%
Masters	9.9	29.0%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.4%	7.0%
1-5 Years Experience	12.9	37.8%	35.0%	28.9%
6-10 Years Experience	5.3	15.5%	21.1%	19.0%
11-20 Years Experience	10.0	29.2%	26.5%	29.3%
Over 20 Years Experience	6.0	17.5%	10.9%	15.7%
Number of Students per Teacher	12.4	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

Total Students: 423
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.5	6.3
Average Years Experience of Principals with District	12.0	7.3	5.4
Average Years Experience of Assistant Principals	10.0	6.3	5.3
Average Years Experience of Assistant Principals with District	10.0	6.0	4.7
Average Years Experience of Teachers:	11.9	9.7	11.1
Average Years Experience of Teachers with District:	9.6	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$51,929	$47,218
1-5 Years Experience	$54,797	$54,679	$50,408
6-10 Years Experience	$56,910	$56,719	$52,786
11-20 Years Experience	$57,784	$57,147	$56,041
Over 20 Years Experience	$60,161	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,937	$56,382	$54,122
Professional Support	$66,648	$70,595	$64,069
Campus Administration (School Leadership)	$97,461	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

Total Students: 423
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	156	36.9%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	15	3.5%	5.3%	8.1%
Special Education	42	9.9%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	5.9	17.1%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	24.3	70.9%	68.3%	71.4%
Special Education	4.1	12.0%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **YOUNG EL**

Campus Number: **101917130**

2019 Accountability Rating: **C**

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**77%**	83%	78%	67%	-	-	-	-	11%	*	78%	74%	76%	77%
	2018	77%	78%	**77%**	60%	77%	86%	-	-	-	-	40%	*	76%	78%	76%	81%
At Meets Grade Level or Above	2019	45%	42%	**32%**	50%	29%	50%	-	-	-	-	0%	*	30%	37%	30%	27%
	2018	43%	40%	**42%**	0%	44%	57%	-	-	-	-	0%	*	44%	37%	42%	49%
At Masters Grade Level	2019	27%	23%	**15%**	17%	13%	33%	-	-	-	-	0%	*	16%	11%	13%	10%
	2018	25%	19%	**22%**	0%	22%	43%	-	-	-	-	0%	*	19%	30%	23%	25%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**77%**	83%	79%	50%	-	-	-	-	22%	*	77%	79%	77%	79%
	2018	78%	78%	**81%**	80%	80%	86%	-	-	-	-	20%	*	83%	74%	80%	77%
At Meets Grade Level or Above	2019	49%	41%	**32%**	0%	34%	33%	-	-	-	-	11%	*	32%	32%	29%	34%
	2018	47%	40%	**41%**	20%	43%	43%	-	-	-	-	0%	*	42%	41%	41%	46%
At Masters Grade Level	2019	25%	17%	**10%**	0%	11%	17%	-	-	-	-	0%	*	13%	0%	10%	13%
	2018	23%	16%	**18%**	0%	17%	43%	-	-	-	-	0%	*	18%	19%	18%	19%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**70%**	83%	68%	100%	-	*	-	-	29%	*	68%	74%	70%	70%
	2018	73%	71%	**71%**	88%	70%	*	-	-	-	*	44%	*	70%	73%	70%	67%
At Meets Grade Level or Above	2019	44%	41%	**35%**	33%	32%	80%	-	*	-	-	0%	*	33%	38%	35%	30%
	2018	46%	41%	**37%**	50%	35%	*	-	-	-	*	11%	*	39%	33%	36%	34%
At Masters Grade Level	2019	22%	17%	**20%**	33%	16%	60%	-	*	-	-	0%	*	17%	26%	20%	15%
	2018	24%	19%	**11%**	13%	12%	*	-	-	-	*	0%	*	7%	20%	12%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**74%**	83%	73%	80%	-	*	-	-	38%	*	73%	74%	72%	78%
	2018	78%	77%	**84%**	88%	84%	*	-	-	-	*	33%	*	81%	90%	83%	86%
At Meets Grade Level or Above	2019	48%	40%	**41%**	17%	41%	60%	-	*	-	-	13%	*	40%	41%	40%	49%
	2018	49%	43%	**38%**	25%	41%	*	-	-	-	*	22%	*	40%	33%	38%	48%
At Masters Grade Level	2019	28%	18%	**22%**	17%	20%	60%	-	*	-	-	0%	*	22%	21%	21%	25%
	2018	27%	20%	**15%**	13%	16%	*	-	-	-	*	11%	*	16%	13%	17%	19%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**63%**	67%	64%	60%	-	*	-	-	13%	*	58%	72%	63%	67%
	2018	63%	62%	**49%**	38%	49%	*	-	-	-	*	22%	*	52%	43%	47%	47%
At Meets Grade Level or Above	2019	35%	30%	**33%**	50%	31%	60%	-	*	-	-	13%	*	31%	36%	32%	31%
	2018	39%	36%	**32%**	38%	31%	*	-	-	-	*	11%	*	33%	30%	31%	26%
At Masters Grade Level	2019	11%	8%	**6%**	17%	3%	40%	-	*	-	-	0%	*	6%	5%	6%	1%
	2018	11%	8%	**5%**	0%	6%	*	-	-	-	*	0%	*	5%	7%	5%	9%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**72%**	80%	72%	70%	-	*	-	-	22%	100%	71%	74%	71%	74%
	2018	77%	74%	**72%**	71%	72%	75%	-	-	-	*	32%	93%	73%	72%	71%	72%
At Meets Grade Level or Above	2019	50%	45%	**35%**	30%	34%	56%	-	*	-	-	7%	33%	33%	37%	33%	34%
	2018	48%	42%	**38%**	29%	39%	45%	-	-	-	*	11%	50%	40%	35%	38%	41%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

Total Students: 604
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**15%**	17%	13%	41%	-	*	-	-	0%	0%	15%	14%	14%	13%
	2018	22%	16%	**15%**	6%	15%	30%	-	-	-	*	3%	21%	13%	17%	15%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**74%**	83%	72%	82%	-	*	-	-	19%	*	73%	74%	73%	74%
	2018	74%	69%	**74%**	77%	73%	78%	-	-	-	*	43%	100%	73%	75%	73%	74%
At Meets Grade Level or Above	2019	48%	42%	**34%**	42%	31%	64%	-	*	-	-	0%	*	32%	38%	33%	29%
	2018	46%	39%	**40%**	31%	39%	56%	-	-	-	*	7%	40%	42%	35%	39%	42%
At Masters Grade Level	2019	21%	15%	**18%**	25%	15%	45%	-	*	-	-	0%	*	16%	21%	17%	12%
	2018	19%	14%	**17%**	8%	17%	33%	-	-	-	*	0%	20%	14%	25%	18%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**75%**	83%	76%	64%	-	*	-	-	29%	*	75%	76%	74%	78%
	2018	81%	80%	**82%**	85%	82%	78%	-	-	-	*	29%	100%	82%	82%	82%	82%
At Meets Grade Level or Above	2019	52%	47%	**37%**	8%	38%	45%	-	*	-	-	12%	*	36%	38%	35%	42%
	2018	50%	43%	**40%**	23%	42%	33%	-	-	-	*	14%	60%	41%	37%	40%	47%
At Masters Grade Level	2019	26%	21%	**16%**	8%	16%	36%	-	*	-	-	0%	*	18%	14%	16%	19%
	2018	24%	17%	**17%**	8%	17%	33%	-	-	-	*	7%	20%	17%	16%	17%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**63%**	67%	64%	60%	-	*	-	-	13%	*	58%	72%	63%	67%
	2018	66%	62%	**49%**	38%	49%	*	-	-	-	*	22%	*	52%	43%	47%	47%
At Meets Grade Level or Above	2019	38%	32%	**33%**	50%	31%	60%	-	*	-	-	13%	*	31%	36%	32%	31%
	2018	41%	35%	**32%**	38%	31%	*	-	-	-	*	11%	*	33%	30%	31%	26%
At Masters Grade Level	2019	14%	10%	**6%**	17%	3%	40%	-	*	-	-	0%	*	6%	5%	6%	1%
	2018	13%	8%	**5%**	0%	6%	*	-	-	-	*	0%	*	5%	7%	5%	9%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

Total Students: 604
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**66**	92	59	90	-	*	-	-	75	*	70	63	65	54
	2018	63	61	**71**	81	68	*	-	-	-	*	81	*	68	75	72	67
Grade 4 Mathematics	2019	65	61	**63**	58	62	70	-	*	-	-	75	*	61	66	61	72
	2018	65	61	**71**	94	69	*	-	-	-	*	67	*	69	73	72	72
All Grades Both Subjects	2019	69	69	**64**	75	61	80	-	*	-	-	75	*	64	64	63	69
	2018	69	68	**71**	88	69	*	-	-	-	*	74	57	69	74	72	71
All Grades ELA/Reading	2019	68	68	**66**	92	59	90	-	*	-	-	75	*	70	63	65	54
	2018	69	68	**71**	81	68	*	-	-	-	*	81	*	68	75	72	67
All Grades Mathematics	2019	70	70	**63**	58	62	70	-	*	-	-	75	*	61	66	61	72
	2018	70	69	**71**	94	69	*	-	-	-	*	67	*	69	73	72	72

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**18%**	*	11%	-	-	-	-	-	*	18%	*
	2018	38%	36%	**44%**	*	43%	*	-	-	-	-	*	44%	*
Mathematics	2019	45%	48%	**30%**	*	29%	-	-	*	-	-	*	30%	*
	2018	47%	48%	*	*	*	*	-	-	-	-	*	*	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**72%**	72%	-	72%	-	-	-	-	-	83%	72%	73%
	2018	77%	74%	**72%**	71%	-	71%	-	-	-	-	-	72%	71%	71%
At Meets Grade Level or Above	2019	50%	45%	**35%**	33%	-	33%	-	-	-	-	-	30%	33%	32%
	2018	48%	42%	**38%**	40%	-	40%	-	-	-	-	-	28%	40%	38%
At Masters Grade Level	2019	24%	18%	**15%**	11%	-	11%	-	-	-	-	-	7%	11%	11%
	2018	22%	16%	**15%**	16%	-	16%	-	-	-	-	-	9%	16%	15%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**74%**	71%	-	71%	-	-	-	-	-	83%	71%	73%
	2018	74%	69%	**74%**	72%	-	72%	-	-	-	-	-	77%	72%	72%
At Meets Grade Level or Above	2019	48%	42%	**34%**	27%	-	27%	-	-	-	-	-	25%	27%	27%
	2018	46%	39%	**40%**	42%	-	42%	-	-	-	-	-	23%	42%	39%
At Masters Grade Level	2019	21%	15%	**18%**	11%	-	11%	-	-	-	-	-	8%	11%	10%
	2018	19%	14%	**17%**	19%	-	19%	-	-	-	-	-	8%	19%	17%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**75%**	75%	-	75%	-	-	-	-	-	100%	75%	77%
	2018	81%	80%	**82%**	81%	-	81%	-	-	-	-	-	85%	81%	82%
At Meets Grade Level or Above	2019	52%	47%	**37%**	40%	-	40%	-	-	-	-	-	33%	40%	40%
	2018	50%	43%	**40%**	46%	-	46%	-	-	-	-	-	38%	46%	45%
At Masters Grade Level	2019	26%	21%	**16%**	17%	-	17%	-	-	-	-	-	8%	17%	16%
	2018	24%	17%	**17%**	18%	-	18%	-	-	-	-	-	15%	18%	17%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**63%**	68%	-	68%	-	-	-	-	-	50%	68%	66%
	2018	66%	62%	**49%**	47%	-	47%	-	-	-	-	-	33%	47%	45%
At Meets Grade Level or Above	2019	38%	32%	**33%**	29%	-	29%	-	-	-	-	-	33%	29%	29%
	2018	41%	35%	**32%**	23%	-	23%	-	-	-	-	-	17%	23%	23%
At Masters Grade Level	2019	14%	10%	**6%**	0%	-	0%	-	-	-	-	-	0%	0%	0%
	2018	13%	8%	**5%**	9%	-	9%	-	-	-	-	-	0%	9%	8%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**64%**	69%	-	69%	-	-	-	-	-	67%	69%	68%
	2018	69%	68%	**71%**	75%	-	75%	-	-	-	-	-	67%	75%	74%
All Grades ELA/Reading	2019	68%	68%	**66%**	42%	-	42%	-	-	-	-	-	67%	42%	54%
	2018	69%	68%	**71%**	*	-	*	-	-	-	-	-	75%	*	70%
All Grades Mathematics	2019	70%	70%	**63%**	72%	-	72%	-	-	-	-	-	67%	72%	71%
	2018	70%	69%	**71%**	77%	-	77%	-	-	-	-	-	58%	77%	75%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**18%**	*	-	*	-	-	-	-	-	-	*	*
	2018	38%	36%	**44%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2019	45%	48%	**30%**	*	-	*	-	-	-	-	-	-	*	*
	2018	47%	48%	*	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

Total Students: 604
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	-	98%	100%	100%
Included in Accountability	94%	94%	**87%**	83%	87%	93%	-	*	-	-	85%	89%	89%
Not Included in Accountability													
Mobile	4%	3%	**12%**	17%	12%	7%	-	*	-	-	13%	10%	9%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	*	-	-	0%	1%	1%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**86%**	83%	87%	80%	-	-	-	*	79%	89%	87%
Not Included in Accountability													
Mobile	4%	4%	**12%**	17%	11%	20%	-	-	-	*	17%	9%	11%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	-	-	-	*	4%	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%

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

Total Students: 604
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.1%**	94.9%	95.2%	94.8%	-	*	-	*	93.2%	95.1%	96.2%
2016-17	95.7%	94.6%	**95.6%**	94.6%	96.0%	93.3%	*	*	-	*	94.9%	95.7%	96.5%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

Total Students: 604
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 604
Grade Span: EE - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

Total Students: 604
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

Total Students: 604
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	604	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	6	1.0%	0.3%	0.3%
Pre-Kindergarten	36	6.0%	4.3%	4.4%
Kindergarten	100	16.6%	6.4%	6.9%
Grade 1	111	18.4%	7.1%	7.1%
Grade 2	131	21.7%	7.0%	7.2%
Grade 3	98	16.2%	7.1%	7.3%
Grade 4	122	20.2%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	36	6.0%	7.2%	12.6%
Hispanic	517	85.6%	83.4%	52.6%
White	43	7.1%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	3	0.5%	3.0%	4.5%
Pacific Islander	2	0.3%	0.1%	0.2%
Two or More Races	3	0.5%	0.6%	2.4%
Economically Disadvantaged	568	94.0%	86.3%	60.6%
Non-Educationally Disadvantaged	36	6.0%	13.7%	39.4%
Section 504 Students	13	2.2%	5.6%	6.5%
English Learners (EL)	357	59.1%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	15	2.5%	4.1%	3.6%
At-Risk	463	76.7%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	52			
By Type of Primary Disability				
Students with Intellectual Disabilities	14	26.9%	44.2%	42.4%
Students with Physical Disabilities	22	42.3%	16.3%	21.9%
Students with Autism	**	**	21.4%	13.7%
Students with Behavioral Disabilities	8	15.4%	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	175	30.1%	15.6%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	23	4.0%		
Hispanic	137	23.5%		
White	11	1.9%		
American Indian	0	0.0%		
Asian	2	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.3%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	7.9%	10.1%	3.1%	8.3%	12.3%	5.5%
Grade 2	7.6%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	3.6%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.3	17.5	18.9
Grade 1	16.8	17.7	18.8
Grade 2	16.9	17.0	18.7
Grade 3	12.9	16.9	18.9
Grade 4	18.4	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

Total Students: 604
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	59.1	100.0%	100.0%	100.0%
Professional Staff:	49.8	84.3%	59.1%	64.1%
Teachers	41.1	69.5%	46.1%	49.8%
Professional Support	6.7	11.3%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.4%	2.4%	3.0%
Educational Aides:	9.3	15.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	35.6	60.3%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.1	2.6%	10.1%	10.6%
Hispanic	21.0	51.1%	35.2%	27.7%
White	17.0	41.4%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.9%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	9.7%	24.4%	23.8%
Females	37.1	90.3%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	29.1	70.8%	76.3%	73.6%
Masters	12.0	29.2%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.4%	7.0%
1-5 Years Experience	12.1	29.4%	35.0%	28.9%
6-10 Years Experience	8.0	19.5%	21.1%	19.0%
11-20 Years Experience	13.0	31.6%	26.5%	29.3%
Over 20 Years Experience	8.0	19.5%	10.9%	15.7%
Number of Students per Teacher	14.7	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

Total Students: 604
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	24.0	7.5	6.3
Average Years Experience of Principals with District	24.0	7.3	5.4
Average Years Experience of Assistant Principals	3.0	6.3	5.3
Average Years Experience of Assistant Principals with District	3.0	6.0	4.7
Average Years Experience of Teachers:	11.9	9.7	11.1
Average Years Experience of Teachers with District:	10.2	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$51,929	$47,218
1-5 Years Experience	$54,531	$54,679	$50,408
6-10 Years Experience	$56,899	$56,719	$52,786
11-20 Years Experience	$53,934	$57,147	$56,041
Over 20 Years Experience	$51,492	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,211	$56,382	$54,122
Professional Support	$66,325	$70,595	$64,069
Campus Administration (School Leadership)	$104,241	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

Total Students: 604
Grade Span: EE - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	320	53.0%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	19	3.1%	5.3%	8.1%
Special Education	52	8.6%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	16.9	41.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	22.2	54.1%	68.3%	71.4%
Special Education	2.0	4.9%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SPARKS ELEMENTARY**

Campus Number: **101917131**

2019 Accountability Rating: **D**

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**74%**	*	73%	*	-	-	-	-	*	*	73%	78%	73%	84%
	2018	77%	78%	**81%**	*	80%	-	-	-	-	*	57%	*	84%	69%	79%	79%
At Meets Grade Level or Above	2019	45%	42%	**35%**	*	35%	*	-	-	-	-	*	*	35%	33%	33%	40%
	2018	43%	40%	**35%**	*	33%	-	-	-	-	*	14%	*	38%	25%	30%	32%
At Masters Grade Level	2019	27%	23%	**14%**	*	14%	*	-	-	-	-	*	*	10%	33%	13%	20%
	2018	25%	19%	**12%**	*	13%	-	-	-	-	*	0%	*	12%	13%	9%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**71%**	*	71%	*	-	-	-	-	*	*	71%	67%	70%	81%
	2018	78%	78%	**78%**	*	77%	-	-	-	-	*	29%	*	78%	81%	76%	79%
At Meets Grade Level or Above	2019	49%	41%	**29%**	*	31%	*	-	-	-	-	*	*	29%	33%	30%	27%
	2018	47%	40%	**27%**	*	26%	-	-	-	-	*	14%	*	29%	19%	25%	24%
At Masters Grade Level	2019	25%	17%	**5%**	*	6%	*	-	-	-	-	*	*	6%	0%	5%	8%
	2018	23%	16%	**7%**	*	7%	-	-	-	-	*	0%	*	9%	0%	6%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**71%**	*	72%	*	-	-	-	*	25%	*	76%	53%	68%	71%
	2018	73%	71%	**65%**	*	68%	*	-	-	-	*	38%	*	69%	57%	65%	69%
At Meets Grade Level or Above	2019	44%	41%	**31%**	*	31%	*	-	-	-	*	8%	*	39%	6%	27%	32%
	2018	46%	41%	**39%**	*	39%	*	-	-	-	*	38%	*	37%	43%	37%	36%
At Masters Grade Level	2019	22%	17%	**16%**	*	16%	*	-	-	-	*	8%	*	20%	6%	13%	13%
	2018	24%	19%	**17%**	*	16%	*	-	-	-	*	15%	*	15%	22%	17%	19%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**65%**	*	67%	*	-	-	-	*	25%	*	69%	53%	62%	82%
	2018	78%	77%	**68%**	*	71%	*	-	-	-	*	46%	*	76%	48%	68%	92%
At Meets Grade Level or Above	2019	48%	40%	**34%**	*	34%	*	-	-	-	*	17%	*	39%	18%	29%	47%
	2018	49%	43%	**40%**	*	42%	*	-	-	-	*	38%	*	44%	30%	41%	58%
At Masters Grade Level	2019	28%	18%	**13%**	*	14%	*	-	-	-	*	0%	*	18%	0%	10%	24%
	2018	27%	20%	**14%**	*	14%	*	-	-	-	*	0%	*	15%	13%	15%	22%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**70%**	*	70%	*	-	-	-	*	33%	*	71%	68%	68%	79%
	2018	63%	62%	**55%**	*	57%	*	-	-	-	*	38%	*	61%	39%	54%	58%
At Meets Grade Level or Above	2019	35%	30%	**24%**	*	24%	*	-	-	-	*	8%	*	27%	16%	23%	23%
	2018	39%	36%	**19%**	*	19%	*	-	-	-	*	38%	*	19%	22%	20%	19%
At Masters Grade Level	2019	11%	8%	**4%**	*	3%	*	-	-	-	*	8%	*	6%	0%	3%	5%
	2018	11%	8%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**70%**	58%	70%	67%	-	-	-	*	27%	70%	72%	62%	68%	79%
	2018	77%	74%	**69%**	54%	71%	56%	-	-	-	38%	42%	92%	74%	56%	68%	76%
At Meets Grade Level or Above	2019	50%	45%	**31%**	25%	31%	33%	-	-	-	*	14%	0%	34%	18%	28%	34%
	2018	48%	42%	**32%**	46%	32%	44%	-	-	-	0%	32%	23%	33%	29%	31%	34%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**11%**	17%	10%	11%	-	-	-	*	7%	0%	12%	6%	9%	14%
	2018	22%	16%	**10%**	8%	10%	22%	-	-	-	0%	4%	0%	10%	10%	10%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**72%**	60%	72%	*	-	-	-	*	25%	*	75%	62%	70%	76%
	2018	74%	69%	**73%**	60%	74%	*	-	-	-	*	45%	100%	77%	62%	72%	74%
At Meets Grade Level or Above	2019	48%	42%	**33%**	20%	33%	*	-	-	-	*	13%	*	37%	15%	30%	35%
	2018	46%	39%	**37%**	60%	36%	*	-	-	-	*	30%	60%	38%	36%	33%	34%
At Masters Grade Level	2019	21%	15%	**15%**	20%	15%	*	-	-	-	*	6%	*	15%	15%	13%	16%
	2018	19%	14%	**15%**	20%	14%	*	-	-	-	*	10%	0%	13%	18%	13%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**67%**	40%	69%	*	-	-	-	*	25%	60%	70%	58%	66%	81%
	2018	81%	80%	**73%**	60%	74%	*	-	-	-	*	40%	100%	77%	62%	72%	85%
At Meets Grade Level or Above	2019	52%	47%	**32%**	20%	33%	*	-	-	-	*	19%	0%	34%	23%	29%	39%
	2018	50%	43%	**34%**	40%	34%	*	-	-	-	*	30%	0%	37%	26%	33%	41%
At Masters Grade Level	2019	26%	21%	**10%**	0%	10%	*	-	-	-	*	6%	0%	12%	0%	8%	17%
	2018	24%	17%	**11%**	0%	11%	*	-	-	-	*	0%	0%	12%	8%	11%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**70%**	*	70%	*	-	-	-	*	33%	*	71%	68%	68%	79%
	2018	66%	62%	**55%**	*	57%	*	-	-	-	*	38%	*	61%	39%	54%	58%
At Meets Grade Level or Above	2019	38%	32%	**24%**	*	24%	*	-	-	-	*	8%	*	27%	16%	23%	23%
	2018	41%	35%	**19%**	*	19%	*	-	-	-	*	38%	*	19%	22%	20%	19%
At Masters Grade Level	2019	14%	10%	**4%**	*	3%	*	-	-	-	*	8%	*	6%	0%	3%	5%
	2018	13%	8%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**57**	*	53	*	-	-	-	*	23	-	62	42	53	64
	2018	63	61	**75**	*	78	*	-	-	-	*	83	*	78	68	78	84
Grade 4 Mathematics	2019	65	61	**53**	*	55	*	-	-	-	*	50	*	55	47	50	69
	2018	65	61	**62**	*	63	*	-	-	-	*	54	*	57	75	66	72
All Grades Both Subjects	2019	69	69	**55**	*	54	*	-	-	-	*	37	*	58	44	51	67
	2018	69	68	**68**	67	70	*	-	-	-	*	68	60	66	72	72	77
All Grades ELA/Reading	2019	68	68	**57**	*	53	*	-	-	-	*	23	-	62	42	53	64
	2018	69	68	**75**	*	78	*	-	-	-	*	83	*	78	68	78	84
All Grades Mathematics	2019	70	70	**53**	*	55	*	-	-	-	*	50	*	55	47	50	69
	2018	70	69	**62**	*	63	*	-	-	-	*	54	*	57	75	66	72

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**22%**	*	29%	*	-	-	-	-	0%	22%	*
	2018	38%	36%	**27%**	*	30%	-	-	-	-	-	*	29%	*
Mathematics	2019	45%	48%	**15%**	*	17%	-	-	-	-	-	0%	15%	*
	2018	47%	48%	*	*	*	*	-	-	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 422
Grade Span: EE - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**70%**	86%	-	86%	-	-	-	-	-	46%	86%	79%
	2018	77%	74%	**69%**	75%	-	75%	-	-	-	-	-	67%	75%	74%
At Meets Grade Level or Above	2019	50%	45%	**31%**	38%	-	38%	-	-	-	-	-	11%	38%	34%
	2018	48%	42%	**32%**	33%	-	33%	-	-	-	-	-	25%	33%	32%
At Masters Grade Level	2019	24%	18%	**11%**	15%	-	15%	-	-	-	-	-	7%	15%	14%
	2018	22%	16%	**10%**	12%	-	12%	-	-	-	-	-	0%	12%	11%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**72%**	79%	-	79%	-	-	-	-	-	64%	79%	76%
	2018	74%	69%	**73%**	73%	-	73%	-	-	-	-	-	80%	73%	73%
At Meets Grade Level or Above	2019	48%	42%	**33%**	38%	-	38%	-	-	-	-	-	18%	38%	35%
	2018	46%	39%	**37%**	30%	-	30%	-	-	-	-	-	60%	30%	32%
At Masters Grade Level	2019	21%	15%	**15%**	15%	-	15%	-	-	-	-	-	18%	15%	16%
	2018	19%	14%	**15%**	12%	-	12%	-	-	-	-	-	0%	12%	11%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**67%**	92%	-	92%	-	-	-	-	-	27%	92%	81%
	2018	81%	80%	**73%**	86%	-	86%	-	-	-	-	-	60%	86%	85%
At Meets Grade Level or Above	2019	52%	47%	**32%**	47%	-	47%	-	-	-	-	-	0%	47%	39%
	2018	50%	43%	**34%**	42%	-	42%	-	-	-	-	-	0%	42%	39%
At Masters Grade Level	2019	26%	21%	**10%**	21%	-	21%	-	-	-	-	-	0%	21%	17%
	2018	24%	17%	**11%**	17%	-	17%	-	-	-	-	-	0%	17%	15%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**70%**	85%	-	85%	-	-	-	-	-	50%	85%	79%
	2018	66%	62%	**55%**	55%	-	55%	-	-	-	-	-	*	55%	55%
At Meets Grade Level or Above	2019	38%	32%	**24%**	24%	-	24%	-	-	-	-	-	17%	24%	23%
	2018	41%	35%	**19%**	16%	-	16%	-	-	-	-	-	*	16%	15%
At Masters Grade Level	2019	14%	10%	**4%**	6%	-	6%	-	-	-	-	-	0%	6%	5%
	2018	13%	8%	**-**	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**55%**	79%	-	79%	-	-	-	-	-	10%	79%	67%
	2018	69%	68%	**68%**	82%	-	82%	-	-	-	-	-	*	82%	81%
All Grades ELA/Reading	2019	68%	68%	**57%**	76%	-	76%	-	-	-	-	-	20%	76%	64%
	2018	69%	68%	**75%**	86%	-	86%	-	-	-	-	-	*	86%	88%
All Grades Mathematics	2019	70%	70%	**53%**	81%	-	81%	-	-	-	-	-	0%	81%	69%
	2018	70%	69%	**62%**	80%	-	80%	-	-	-	-	-	*	80%	78%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**22%**	*	-	*	-	-	-	-	-	*	*	*
	2018	38%	36%	**27%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**15%**	*	-	*	-	-	-	-	-	*	*	*
	2018	47%	48%	*	*	-	*	-	-	-	-	-	*	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**88%**	60%	90%	100%	-	-	-	*	100%	90%	91%
Not Included in Accountability													
Mobile	4%	3%	**10%**	40%	9%	0%	-	-	-	*	0%	8%	6%
Other Exclusions	1%	2%	**1%**	0%	2%	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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	72%	94%	82%	-	-	-	100%	96%	93%	93%
Not Included in Accountability													
Mobile	4%	4%	**6%**	28%	5%	18%	-	-	-	0%	0%	6%	5%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	-	-	0%	4%	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%

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.2%**	96.5%	96.3%	92.1%	*	-	*	*	95.4%	96.2%	96.4%
2016-17	95.7%	94.6%	**96.7%**	94.3%	96.8%	94.8%	*	-	-	*	96.3%	96.8%	97.4%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	422	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	15	3.6%	0.3%	0.3%
Pre-Kindergarten	64	15.2%	4.3%	4.4%
Kindergarten	50	11.8%	6.4%	6.9%
Grade 1	91	21.6%	7.1%	7.1%
Grade 2	63	14.9%	7.0%	7.2%
Grade 3	63	14.9%	7.1%	7.3%
Grade 4	76	18.0%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	21	5.0%	7.2%	12.6%
Hispanic	382	90.5%	83.4%	52.6%
White	11	2.6%	5.6%	27.4%
American Indian	3	0.7%	0.1%	0.4%
Asian	2	0.5%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	3	0.7%	0.6%	2.4%
Economically Disadvantaged	399	94.5%	86.3%	60.6%
Non-Educationally Disadvantaged	23	5.5%	13.7%	39.4%
Section 504 Students	18	4.3%	5.6%	6.5%
English Learners (EL)	187	44.3%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	14	3.3%	4.1%	3.6%
At-Risk	264	62.6%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	54			
By Type of Primary Disability				
Students with Intellectual Disabilities	18	33.3%	44.2%	42.4%
Students with Physical Disabilities	13	24.1%	16.3%	21.9%
Students with Autism	12	22.2%	21.4%	13.7%
Students with Behavioral Disabilities	6	11.1%	17.1%	20.6%
Students with Non-Categorical Early Childhood	5	9.3%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	93	24.5%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	8	2.1%		
Hispanic	77	20.3%		
White	6	1.6%		
American Indian	1	0.3%		
Asian	0	0.0%		
Pacific Islander	1	0.3%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	14.3%	10.1%	3.1%	20.0%	12.3%	5.5%
Grade 2	8.6%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	4.2%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	1.5%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.0	17.5	18.9
Grade 1	17.1	17.7	18.8
Grade 2	13.8	17.0	18.7
Grade 3	19.7	16.9	18.9
Grade 4	12.7	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	55.4	100.0%	100.0%	100.0%
Professional Staff:	42.4	76.5%	59.1%	64.1%
Teachers	34.0	61.4%	46.1%	49.8%
Professional Support	6.4	11.5%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.6%	2.4%	3.0%
Educational Aides:	13.0	23.5%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	33.0	59.6%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	3.1%	10.1%	10.6%
Hispanic	19.0	55.8%	35.2%	27.7%
White	14.0	41.2%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	11.8%	24.4%	23.8%
Females	30.0	88.2%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	29.0	85.3%	76.3%	73.6%
Masters	4.0	11.8%	21.8%	24.3%
Doctorate	1.0	2.9%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.9%	6.4%	7.0%
1-5 Years Experience	19.0	56.0%	35.0%	28.9%
6-10 Years Experience	4.0	11.8%	21.1%	19.0%
11-20 Years Experience	7.0	20.5%	26.5%	29.3%
Over 20 Years Experience	3.0	8.8%	10.9%	15.7%
Number of Students per Teacher	12.4	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	7.5	6.3
Average Years Experience of Principals with District	11.0	7.3	5.4
Average Years Experience of Assistant Principals	10.0	6.3	5.3
Average Years Experience of Assistant Principals with District	10.0	6.0	4.7
Average Years Experience of Teachers:	7.9	9.7	11.1
Average Years Experience of Teachers with District:	6.4	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,940	$51,929	$47,218
1-5 Years Experience	$54,566	$54,679	$50,408
6-10 Years Experience	$55,061	$56,719	$52,786
11-20 Years Experience	$60,857	$57,147	$56,041
Over 20 Years Experience	$56,477	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,064	$56,382	$54,122
Professional Support	$61,344	$70,595	$64,069
Campus Administration (School Leadership)	$98,771	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

Total Students: 422
Grade Span: EE - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	166	39.3%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	13	3.1%	5.3%	8.1%
Special Education	54	12.8%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	10.9	32.1%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	21.1	62.0%	68.3%	71.4%
Special Education	2.0	5.9%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **TURNER EL**

Campus Number: **101917132**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 595
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**81%**	*	79%	87%	-	*	-	-	56%	*	81%	78%	76%	92%
	2018	77%	78%	**82%**	50%	81%	88%	-	100%	-	*	70%	*	85%	70%	80%	77%
At Meets Grade Level or Above	2019	45%	42%	**57%**	*	56%	65%	-	*	-	-	39%	*	58%	52%	50%	46%
	2018	43%	40%	**48%**	17%	44%	68%	-	60%	-	*	40%	*	51%	35%	45%	46%
At Masters Grade Level	2019	27%	23%	**28%**	*	28%	30%	-	*	-	-	6%	*	28%	26%	20%	31%
	2018	25%	19%	**23%**	17%	17%	44%	-	20%	-	*	0%	*	24%	17%	17%	15%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**86%**	*	81%	100%	-	*	-	-	67%	*	85%	87%	79%	92%
	2018	78%	78%	**79%**	83%	74%	92%	-	80%	-	*	60%	*	82%	70%	75%	85%
At Meets Grade Level or Above	2019	49%	41%	**47%**	*	39%	74%	-	*	-	-	33%	*	51%	35%	31%	46%
	2018	47%	40%	**46%**	17%	45%	48%	-	80%	-	*	50%	*	48%	39%	48%	69%
At Masters Grade Level	2019	25%	17%	**23%**	*	17%	43%	-	*	-	-	6%	*	25%	17%	16%	23%
	2018	23%	16%	**19%**	17%	17%	16%	-	80%	-	*	20%	*	20%	17%	20%	46%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**91%**	100%	88%	96%	-	100%	-	-	77%	*	92%	88%	88%	92%
	2018	73%	71%	**89%**	*	89%	89%	*	80%	-	-	84%	*	89%	87%	88%	89%
At Meets Grade Level or Above	2019	44%	41%	**58%**	50%	55%	62%	-	83%	-	-	38%	*	64%	38%	54%	50%
	2018	46%	41%	**60%**	*	60%	62%	*	60%	-	-	64%	*	63%	48%	58%	63%
At Masters Grade Level	2019	22%	17%	**25%**	17%	21%	35%	-	33%	-	-	8%	*	26%	19%	19%	17%
	2018	24%	19%	**31%**	*	32%	30%	*	40%	-	-	28%	*	34%	17%	30%	26%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**78%**	100%	71%	88%	-	100%	-	-	62%	*	81%	69%	78%	75%
	2018	78%	77%	**91%**	*	89%	92%	*	100%	-	-	92%	*	91%	87%	92%	89%
At Meets Grade Level or Above	2019	48%	40%	**50%**	33%	49%	50%	-	83%	-	-	46%	*	52%	42%	46%	58%
	2018	49%	43%	**64%**	*	57%	76%	*	100%	-	-	76%	*	66%	57%	58%	68%
At Masters Grade Level	2019	28%	18%	**30%**	17%	29%	27%	-	67%	-	-	23%	*	31%	27%	28%	50%
	2018	27%	20%	**27%**	*	25%	30%	*	60%	-	-	20%	*	29%	22%	23%	32%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**67%**	50%	64%	69%	-	100%	-	-	38%	*	68%	62%	62%	83%
	2018	63%	62%	**76%**	*	73%	76%	*	100%	-	-	76%	*	80%	59%	75%	74%
At Meets Grade Level or Above	2019	35%	30%	**31%**	33%	24%	46%	-	50%	-	-	31%	*	32%	27%	26%	33%
	2018	39%	36%	**59%**	*	54%	62%	*	100%	-	-	68%	*	61%	50%	60%	68%
At Masters Grade Level	2019	11%	8%	**10%**	17%	5%	19%	-	17%	-	-	8%	*	11%	4%	7%	17%
	2018	11%	8%	**14%**	*	11%	16%	*	20%	-	-	20%	*	14%	14%	10%	16%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**80%**	79%	77%	88%	-	100%	-	-	60%	100%	81%	77%	76%	87%
	2018	77%	74%	**83%**	78%	81%	87%	*	92%	-	*	80%	86%	85%	75%	82%	83%
At Meets Grade Level or Above	2019	50%	45%	**48%**	29%	44%	59%	-	75%	-	-	37%	100%	51%	39%	42%	47%
	2018	48%	42%	**55%**	28%	51%	64%	*	80%	-	*	64%	71%	58%	46%	54%	64%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

Total Students: 595
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**23%**	13%	20%	31%	-	38%	-	-	9%	40%	24%	19%	18%	27%
	2018	22%	16%	**23%**	17%	20%	27%	*	44%	-	*	20%	57%	24%	18%	20%	27%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**86%**	89%	83%	92%	-	100%	-	-	65%	*	87%	84%	82%	92%
	2018	74%	69%	**85%**	63%	85%	89%	*	90%	-	*	80%	*	87%	78%	84%	84%
At Meets Grade Level or Above	2019	48%	42%	**57%**	33%	56%	63%	-	78%	-	-	39%	*	61%	45%	52%	48%
	2018	46%	39%	**54%**	25%	51%	65%	*	60%	-	*	57%	*	57%	41%	51%	56%
At Masters Grade Level	2019	21%	15%	**26%**	11%	25%	33%	-	33%	-	-	6%	*	27%	22%	20%	24%
	2018	19%	14%	**27%**	13%	24%	35%	*	30%	-	*	20%	*	29%	17%	24%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**82%**	89%	76%	94%	-	100%	-	-	65%	*	83%	78%	78%	84%
	2018	81%	80%	**85%**	88%	81%	92%	*	90%	-	*	83%	*	87%	78%	84%	88%
At Meets Grade Level or Above	2019	52%	47%	**49%**	22%	44%	61%	-	89%	-	-	39%	*	51%	39%	38%	52%
	2018	50%	43%	**55%**	25%	51%	65%	*	90%	-	*	69%	*	57%	48%	53%	69%
At Masters Grade Level	2019	26%	21%	**27%**	11%	23%	35%	-	56%	-	-	13%	*	28%	22%	22%	36%
	2018	24%	17%	**23%**	13%	21%	24%	*	70%	-	*	20%	*	24%	20%	22%	38%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**67%**	50%	64%	69%	-	100%	-	-	38%	*	68%	62%	62%	83%
	2018	66%	62%	**76%**	*	73%	76%	*	100%	-	-	76%	*	80%	59%	75%	74%
At Meets Grade Level or Above	2019	38%	32%	**31%**	33%	24%	46%	-	50%	-	-	31%	*	32%	27%	26%	33%
	2018	41%	35%	**59%**	*	54%	62%	*	100%	-	-	68%	*	61%	50%	60%	68%
At Masters Grade Level	2019	14%	10%	**10%**	17%	5%	19%	-	17%	-	-	8%	*	11%	4%	7%	17%
	2018	13%	8%	**14%**	*	11%	16%	*	20%	-	-	20%	*	14%	14%	10%	16%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

Total Students: 595
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**75**	92	74	72	-	83	-	-	77	*	74	78	72	64
	2018	63	61	**62**	*	65	51	*	80	-	-	84	*	62	64	65	74
Grade 4 Mathematics	2019	65	61	**74**	100	73	64	-	100	-	-	77	*	74	74	73	83
	2018	65	61	**69**	*	70	65	*	90	-	-	84	*	69	68	72	76
All Grades Both Subjects	2019	69	69	**75**	96	74	68	-	92	-	-	77	*	74	76	72	74
	2018	69	68	**65**	*	68	58	*	85	-	-	84	*	65	66	68	75
All Grades ELA/Reading	2019	68	68	**75**	92	74	72	-	83	-	-	77	*	74	78	72	64
	2018	69	68	**62**	*	65	51	*	80	-	-	84	*	62	64	65	74
All Grades Mathematics	2019	70	70	**74**	100	73	64	-	100	-	-	77	*	74	74	73	83
	2018	70	69	**69**	*	70	65	*	90	-	-	84	*	69	68	72	76

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**83%**	*	75%	100%	-	-	-	-	83%	79%	*
	2018	38%	36%	**53%**	*	64%	*	-	*	-	-	*	57%	*
Mathematics	2019	45%	48%	**43%**	*	28%	*	-	*	-	-	40%	50%	*
	2018	47%	48%	**57%**	*	56%	*	-	-	-	-	*	70%	*

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 595
Grade Span: EE - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**80%**	-	-	-	-	-	-	-	-	76%	-	76%
	2018	77%	74%	**83%**	*	-	*	-	-	-	-	-	62%	*	66%
At Meets Grade Level or Above	2019	50%	45%	**48%**	-	-	-	-	-	-	-	-	24%	-	24%
	2018	48%	42%	**55%**	*	-	*	-	-	-	-	-	38%	*	45%
At Masters Grade Level	2019	24%	18%	**23%**	-	-	-	-	-	-	-	-	12%	-	12%
	2018	22%	16%	**23%**	*	-	*	-	-	-	-	-	27%	*	34%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**86%**	-	-	-	-	-	-	-	-	86%	-	86%
	2018	74%	69%	**85%**	*	-	*	-	-	-	-	-	64%	*	67%
At Meets Grade Level or Above	2019	48%	42%	**57%**	-	-	-	-	-	-	-	-	29%	-	29%
	2018	46%	39%	**54%**	*	-	*	-	-	-	-	-	27%	*	33%
At Masters Grade Level	2019	21%	15%	**26%**	-	-	-	-	-	-	-	-	14%	-	14%
	2018	19%	14%	**27%**	*	-	*	-	-	-	-	-	9%	*	17%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**82%**	-	-	-	-	-	-	-	-	71%	-	71%
	2018	81%	80%	**85%**	*	-	*	-	-	-	-	-	73%	*	75%
At Meets Grade Level or Above	2019	52%	47%	**49%**	-	-	-	-	-	-	-	-	21%	-	21%
	2018	50%	43%	**55%**	*	-	*	-	-	-	-	-	55%	*	58%
At Masters Grade Level	2019	26%	21%	**27%**	-	-	-	-	-	-	-	-	14%	-	14%
	2018	24%	17%	**23%**	*	-	*	-	-	-	-	-	45%	*	50%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**67%**	-	-	-	-	-	-	-	-	67%	-	67%
	2018	66%	62%	**76%**	*	-	*	-	-	-	-	-	*	*	40%
At Meets Grade Level or Above	2019	38%	32%	**31%**	-	-	-	-	-	-	-	-	17%	-	17%
	2018	41%	35%	**59%**	*	-	*	-	-	-	-	-	*	*	40%
At Masters Grade Level	2019	14%	10%	**10%**	-	-	-	-	-	-	-	-	0%	-	0%
	2018	13%	8%	**14%**	*	-	*	-	-	-	-	-	*	*	40%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**75%**	-	-	-	-	-	-	-	-	77%	-	77%
	2018	69%	68%	**65%**	*	-	*	-	-	-	-	-	94%	*	95%
All Grades ELA/Reading	2019	68%	68%	**75%**	-	-	-	-	-	-	-	-	70%	-	70%
	2018	69%	68%	**62%**	*	-	*	-	-	-	-	-	*	*	90%
All Grades Mathematics	2019	70%	70%	**74%**	-	-	-	-	-	-	-	-	83%	-	83%
	2018	70%	69%	**69%**	*	-	*	-	-	-	-	-	*	*	100%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**83%**	-	-	-	-	-	-	-	-	*	-	*
	2018	38%	36%	**53%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2019	45%	48%	**43%**	-	-	-	-	-	-	-	-	*	-	*
	2018	47%	48%	**57%**	-	-	-	-	-	-	-	-	*	-	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

Total Students: 595
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%
Included in Accountability	94%	94%	**97%**	100%	96%	98%	-	100%	-	-	94%	97%	94%
Not Included in Accountability													
Mobile	4%	3%	**3%**	0%	4%	2%	-	0%	-	-	6%	3%	6%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	99%	*	100%	-	*	100%	99%	100%
Included in Accountability	94%	94%	**95%**	90%	96%	92%	*	100%	-	*	95%	97%	97%
Not Included in Accountability													
Mobile	4%	4%	**4%**	10%	3%	6%	*	0%	-	*	5%	2%	0%
Other Exclusions	1%	2%	**0%**	0%	0%	1%	*	0%	-	*	0%	0%	3%
Not Tested	1%	1%	**0%**	0%	0%	1%	*	0%	-	*	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	1%	*	0%	-	*	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 595
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.9%**	96.1%	95.7%	96.0%	*	97.4%	*	*	94.0%	95.3%	96.1%
2016-17	95.7%	94.6%	**96.5%**	96.9%	96.2%	96.8%	*	97.7%	-	*	95.6%	96.1%	97.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

Total Students: 595
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 595
Grade Span: EE - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

Total Students: 595
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

Total Students: 595
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	595	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	10	1.7%	0.3%	0.3%
Pre-Kindergarten	49	8.2%	4.3%	4.4%
Kindergarten	94	15.8%	6.4%	6.9%
Grade 1	111	18.7%	7.1%	7.1%
Grade 2	94	15.8%	7.0%	7.2%
Grade 3	111	18.7%	7.1%	7.3%
Grade 4	126	21.2%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	26	4.4%	7.2%	12.6%
Hispanic	411	69.1%	83.4%	52.6%
White	129	21.7%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	23	3.9%	3.0%	4.5%
Pacific Islander	1	0.2%	0.1%	0.2%
Two or More Races	5	0.8%	0.6%	2.4%
Economically Disadvantaged	411	69.1%	86.3%	60.6%
Non-Educationally Disadvantaged	184	30.9%	13.7%	39.4%
Section 504 Students	16	2.7%	5.6%	6.5%
English Learners (EL)	37	6.2%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	16	2.7%	4.1%	3.6%
At-Risk	195	32.8%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	69			
By Type of Primary Disability				
Students with Intellectual Disabilities	26	37.7%	44.2%	42.4%
Students with Physical Disabilities	17	24.6%	16.3%	21.9%
Students with Autism	13	18.8%	21.4%	13.7%
Students with Behavioral Disabilities	7	10.1%	17.1%	20.6%
Students with Non-Categorical Early Childhood	6	8.7%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	58	12.1%	15.6%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	6	1.3%		
Hispanic	31	6.5%		
White	17	3.5%		
American Indian	0	0.0%		
Asian	3	0.6%		
Pacific Islander	1	0.2%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	1.1%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	8.3%	10.1%	3.1%	9.1%	12.3%	5.5%
Grade 2	1.2%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	1.8%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.5	17.5	18.9
Grade 1	20.5	17.7	18.8
Grade 2	17.4	17.0	18.7
Grade 3	21.2	16.9	18.9
Grade 4	22.8	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

Total Students: 595
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	57.9	100.0%	100.0%	100.0%
Professional Staff:	44.8	77.5%	59.1%	64.1%
Teachers	37.2	64.3%	46.1%	49.8%
Professional Support	5.6	9.7%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.5%	2.4%	3.0%
Educational Aides:	13.0	22.5%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	13.1	22.7%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	10.1%	10.6%
Hispanic	4.0	10.7%	35.2%	27.7%
White	32.2	86.6%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.7%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	2.0	5.4%	24.4%	23.8%
Females	35.2	94.6%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	30.1	81.0%	76.3%	73.6%
Masters	7.1	19.0%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.7%	6.4%	7.0%
1-5 Years Experience	13.0	34.9%	35.0%	28.9%
6-10 Years Experience	9.1	24.5%	21.1%	19.0%
11-20 Years Experience	8.2	22.2%	26.5%	29.3%
Over 20 Years Experience	5.9	15.7%	10.9%	15.7%
Number of Students per Teacher	16.0	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

Total Students: 595
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.5	6.3
Average Years Experience of Principals with District	6.0	7.3	5.4
Average Years Experience of Assistant Principals	7.0	6.3	5.3
Average Years Experience of Assistant Principals with District	7.0	6.0	4.7
Average Years Experience of Teachers:	10.3	9.7	11.1
Average Years Experience of Teachers with District:	9.0	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,540	$51,929	$47,218
1-5 Years Experience	$56,380	$54,679	$50,408
6-10 Years Experience	$57,225	$56,719	$52,786
11-20 Years Experience	$49,042	$57,147	$56,041
Over 20 Years Experience	$53,342	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,406	$56,382	$54,122
Professional Support	$61,084	$70,595	$64,069
Campus Administration (School Leadership)	$97,161	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	19	3.2%	5.3%	8.1%
Special Education	69	11.6%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	33.8	90.8%	68.3%	71.4%
Special Education	3.4	9.2%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MORALES ELEMENTARY**

Campus Number: **101917133**

2019 Accountability Rating: **B**

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**75%**	-	77%	*	-	-	-	*	60%	*	79%	43%	75%	78%
	2018	77%	78%	**81%**	-	82%	*	-	-	-	-	89%	*	80%	86%	83%	77%
At Meets Grade Level or Above	2019	45%	42%	**53%**	-	56%	*	-	-	-	*	40%	*	58%	14%	51%	53%
	2018	43%	40%	**43%**	-	43%	*	-	-	-	-	78%	*	41%	50%	44%	43%
At Masters Grade Level	2019	27%	23%	**34%**	-	36%	*	-	-	-	*	30%	*	38%	0%	34%	34%
	2018	25%	19%	**21%**	-	22%	*	-	-	-	-	11%	*	21%	21%	21%	19%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**88%**	-	87%	*	-	-	-	*	70%	*	89%	71%	88%	81%
	2018	78%	78%	**78%**	-	78%	*	-	-	-	-	89%	*	77%	86%	80%	81%
At Meets Grade Level or Above	2019	49%	41%	**53%**	-	53%	*	-	-	-	*	40%	*	58%	14%	53%	53%
	2018	47%	40%	**42%**	-	42%	*	-	-	-	-	67%	*	37%	71%	43%	32%
At Masters Grade Level	2019	25%	17%	**21%**	-	21%	*	-	-	-	*	40%	*	23%	0%	21%	19%
	2018	23%	16%	**19%**	-	20%	*	-	-	-	-	22%	*	16%	36%	19%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**80%**	-	81%	*	-	-	-	-	50%	*	79%	87%	80%	74%
	2018	73%	71%	**78%**	*	78%	*	-	*	-	*	40%	*	77%	81%	77%	80%
At Meets Grade Level or Above	2019	44%	41%	**37%**	-	37%	*	-	-	-	-	33%	*	36%	40%	36%	33%
	2018	46%	41%	**39%**	*	41%	*	-	*	-	*	30%	*	38%	42%	34%	30%
At Masters Grade Level	2019	22%	17%	**14%**	-	14%	*	-	-	-	-	17%	*	11%	27%	14%	12%
	2018	24%	19%	**17%**	*	19%	*	-	*	-	*	0%	*	16%	23%	16%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**84%**	-	84%	*	-	-	-	-	50%	*	82%	93%	84%	88%
	2018	78%	77%	**79%**	*	81%	*	-	*	-	*	50%	*	81%	73%	79%	82%
At Meets Grade Level or Above	2019	48%	40%	**47%**	-	48%	*	-	-	-	-	33%	*	47%	47%	48%	50%
	2018	49%	43%	**48%**	*	48%	*	-	*	-	*	30%	*	44%	58%	46%	50%
At Masters Grade Level	2019	28%	18%	**24%**	-	25%	*	-	-	-	-	33%	*	24%	27%	24%	14%
	2018	27%	20%	**20%**	*	21%	*	-	*	-	*	10%	*	17%	31%	20%	26%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**56%**	-	56%	*	-	-	-	-	38%	*	57%	50%	56%	51%
	2018	63%	62%	**55%**	*	56%	*	-	*	-	*	30%	*	57%	50%	54%	52%
At Meets Grade Level or Above	2019	35%	30%	**26%**	-	26%	*	-	-	-	-	31%	*	28%	19%	26%	21%
	2018	39%	36%	**28%**	*	29%	*	-	*	-	*	30%	*	29%	27%	27%	28%
At Masters Grade Level	2019	11%	8%	**8%**	-	8%	*	-	-	-	-	23%	*	8%	6%	8%	5%
	2018	11%	8%	**1%**	*	1%	*	-	*	-	*	0%	*	1%	0%	1%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**76%**	-	77%	63%	-	-	-	*	53%	67%	77%	72%	76%	74%
	2018	77%	74%	**74%**	*	75%	50%	-	*	-	*	58%	44%	74%	73%	75%	74%
At Meets Grade Level or Above	2019	50%	45%	**43%**	-	43%	25%	-	-	-	*	35%	27%	45%	30%	42%	41%
	2018	48%	42%	**40%**	*	41%	15%	-	*	-	*	46%	33%	38%	47%	39%	36%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**20%**	-	21%	0%	-	-	-	*	28%	7%	20%	15%	19%	16%
	2018	22%	16%	**16%**	*	16%	0%	-	*	-	*	8%	22%	14%	21%	16%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**78%**	-	79%	50%	-	-	-	*	55%	83%	79%	73%	78%	76%
	2018	74%	69%	**79%**	*	80%	63%	-	*	-	*	63%	*	79%	83%	80%	78%
At Meets Grade Level or Above	2019	48%	42%	**44%**	-	46%	17%	-	-	-	*	36%	17%	46%	32%	43%	42%
	2018	46%	39%	**41%**	*	42%	13%	-	*	-	*	53%	*	40%	45%	39%	36%
At Masters Grade Level	2019	21%	15%	**23%**	-	24%	0%	-	-	-	*	23%	0%	24%	18%	23%	22%
	2018	19%	14%	**19%**	*	20%	0%	-	*	-	*	5%	*	18%	23%	19%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**86%**	-	86%	83%	-	-	-	*	59%	67%	86%	86%	86%	85%
	2018	81%	80%	**78%**	*	80%	50%	-	*	-	*	68%	*	79%	78%	79%	81%
At Meets Grade Level or Above	2019	52%	47%	**50%**	-	50%	33%	-	-	-	*	36%	33%	52%	36%	50%	51%
	2018	50%	43%	**45%**	*	45%	25%	-	*	-	*	47%	*	40%	63%	44%	41%
At Masters Grade Level	2019	26%	21%	**23%**	-	24%	0%	-	-	-	*	36%	17%	23%	18%	23%	16%
	2018	24%	17%	**20%**	*	20%	0%	-	*	-	*	16%	*	16%	33%	19%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**56%**	-	56%	*	-	-	-	-	38%	*	57%	50%	56%	51%
	2018	66%	62%	**55%**	*	56%	*	-	*	-	*	30%	*	57%	50%	54%	52%
At Meets Grade Level or Above	2019	38%	32%	**26%**	-	26%	*	-	-	-	-	31%	*	28%	19%	26%	21%
	2018	41%	35%	**28%**	*	29%	*	-	*	-	*	30%	*	29%	27%	27%	28%
At Masters Grade Level	2019	14%	10%	**8%**	-	8%	*	-	-	-	-	23%	*	8%	6%	8%	5%
	2018	13%	8%	**1%**	*	1%	*	-	*	-	*	0%	*	1%	0%	1%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**66**	-	66	*	-	-	-	-	56	*	58	92	66	67
	2018	63	61	**58**	*	60	*	-	-	-	*	56	*	51	78	53	60
Grade 4 Mathematics	2019	65	61	**74**	-	75	*	-	-	-	-	79	*	73	77	74	73
	2018	65	61	**56**	*	55	*	-	-	-	*	70	*	51	74	56	65
All Grades Both Subjects	2019	69	69	**71**	-	72	56	-	-	-	-	69	50	68	83	71	72
	2018	69	68	**56**	*	57	56	-	-	-	*	63	*	51	76	55	64
All Grades ELA/Reading	2019	68	68	**66**	-	66	*	-	-	-	-	56	*	58	92	66	67
	2018	69	68	**58**	*	60	*	-	-	-	*	56	*	51	78	53	60
All Grades Mathematics	2019	70	70	**74**	-	75	*	-	-	-	-	79	*	73	77	74	73
	2018	70	69	**56**	*	55	*	-	-	-	*	70	*	51	74	56	65

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**44%**	-	50%	*	-	-	-	-	*	44%	*
	2018	38%	36%	**36%**	-	*	*	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**33%**	-	36%	*	-	-	-	-	*	33%	*
	2018	47%	48%	*	-	*	*	-	-	-	-	*	*	*

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 486
Grade Span: EE - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**76%**	73%	-	73%	-	-	-	-	-	70%	73%	73%
	2018	77%	74%	**74%**	79%	-	79%	-	-	-	-	-	54%	79%	74%
At Meets Grade Level or Above	2019	50%	45%	**43%**	42%	-	42%	-	-	-	-	-	17%	42%	38%
	2018	48%	42%	**40%**	38%	-	38%	-	-	-	-	-	24%	38%	35%
At Masters Grade Level	2019	24%	18%	**20%**	16%	-	16%	-	-	-	-	-	4%	16%	14%
	2018	22%	16%	**16%**	14%	-	14%	-	-	-	-	-	8%	14%	13%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**78%**	74%	-	74%	-	-	-	-	-	75%	74%	74%
	2018	74%	69%	**79%**	80%	-	80%	-	-	-	-	-	68%	80%	77%
At Meets Grade Level or Above	2019	48%	42%	**44%**	42%	-	42%	-	-	-	-	-	13%	42%	39%
	2018	46%	39%	**41%**	34%	-	34%	-	-	-	-	-	37%	34%	34%
At Masters Grade Level	2019	21%	15%	**23%**	21%	-	21%	-	-	-	-	-	0%	21%	19%
	2018	19%	14%	**19%**	16%	-	16%	-	-	-	-	-	11%	16%	15%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**86%**	84%	-	84%	-	-	-	-	-	88%	84%	84%
	2018	81%	80%	**78%**	88%	-	88%	-	-	-	-	-	58%	88%	82%
At Meets Grade Level or Above	2019	52%	47%	**50%**	53%	-	53%	-	-	-	-	-	25%	53%	50%
	2018	50%	43%	**45%**	45%	-	45%	-	-	-	-	-	21%	45%	40%
At Masters Grade Level	2019	26%	21%	**23%**	18%	-	18%	-	-	-	-	-	13%	18%	17%
	2018	24%	17%	**20%**	19%	-	19%	-	-	-	-	-	11%	19%	17%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**56%**	51%	-	51%	-	-	-	-	-	43%	51%	50%
	2018	66%	62%	**55%**	59%	-	59%	-	-	-	-	-	25%	59%	50%
At Meets Grade Level or Above	2019	38%	32%	**26%**	20%	-	20%	-	-	-	-	-	14%	20%	19%
	2018	41%	35%	**28%**	32%	-	32%	-	-	-	-	-	8%	32%	26%
At Masters Grade Level	2019	14%	10%	**8%**	3%	-	3%	-	-	-	-	-	0%	3%	2%
	2018	13%	8%	**1%**	0%	-	0%	-	-	-	-	-	0%	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**71%**	76%	-	76%	-	-	-	-	-	63%	76%	73%
	2018	69%	68%	**56%**	74%	-	74%	-	-	-	-	-	40%	74%	61%
All Grades ELA/Reading	2019	68%	68%	**66%**	*	-	*	-	-	-	-	-	50%	*	63%
	2018	69%	68%	**58%**	*	-	*	-	-	-	-	-	40%	*	45%
All Grades Mathematics	2019	70%	70%	**74%**	75%	-	75%	-	-	-	-	-	75%	75%	75%
	2018	70%	69%	**56%**	73%	-	73%	-	-	-	-	-	40%	73%	65%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**44%**	-	-	-	-	-	-	-	-	*	-	*
	2018	38%	36%	**36%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2019	45%	48%	**33%**	-	-	-	-	-	-	-	-	*	-	*
	2018	47%	48%	*	-	-	-	-	-	-	-	-	*	-	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	-	-	*	98%	100%	99%
Included in Accountability	94%	94%	**96%**	-	96%	89%	-	-	-	*	93%	97%	96%
Not Included in Accountability													
Mobile	4%	3%	**4%**	-	3%	11%	-	-	-	*	3%	3%	3%
Other Exclusions	1%	2%	**0%**	-	0%	0%	-	-	-	*	2%	0%	1%
Not Tested	1%	1%	**0%**	-	0%	0%	-	-	-	*	2%	0%	1%
Absent	1%	1%	**0%**	-	0%	0%	-	-	-	*	2%	0%	1%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	100%	-	*	100%	100%	100%
Included in Accountability	94%	94%	**96%**	*	96%	91%	-	60%	-	*	100%	95%	97%
Not Included in Accountability													
Mobile	4%	4%	**4%**	*	4%	9%	-	40%	-	*	0%	5%	3%
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%

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.6%**	*	95.8%	92.5%	-	*	-	*	94.5%	95.8%	96.6%
2016-17	95.7%	94.6%	**96.2%**	*	96.4%	93.6%	-	-	-	*	95.5%	96.2%	97.1%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 486
Grade Span: EE - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
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Total Students: 486
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Other Postsecondary Indicators

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	486	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	10	2.1%	0.3%	0.3%
Pre-Kindergarten	43	8.8%	4.3%	4.4%
Kindergarten	73	15.0%	6.4%	6.9%
Grade 1	95	19.5%	7.1%	7.1%
Grade 2	97	20.0%	7.0%	7.2%
Grade 3	76	15.6%	7.1%	7.3%
Grade 4	92	18.9%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	2	0.4%	7.2%	12.6%
Hispanic	467	96.1%	83.4%	52.6%
White	14	2.9%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	3	0.6%	0.6%	2.4%
Economically Disadvantaged	462	95.1%	86.3%	60.6%
Non-Educationally Disadvantaged	24	4.9%	13.7%	39.4%
Section 504 Students	21	4.3%	5.6%	6.5%
English Learners (EL)	218	44.9%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	14	2.9%	4.1%	3.6%
At-Risk	348	71.6%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	57			
By Type of Primary Disability				
Students with Intellectual Disabilities	23	40.4%	44.2%	42.4%
Students with Physical Disabilities	10	17.5%	16.3%	21.9%
Students with Autism	18	31.6%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	57	13.2%	15.6%	15.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Student Information

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	0	0.0%		
Hispanic	50	11.6%		
White	6	1.4%		
American Indian	0	0.0%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	13.7%	10.1%	3.1%	0.0%	12.3%	5.5%
Grade 2	15.2%	6.5%	1.8%	7.1%	4.1%	2.3%
Grade 3	5.4%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	1.1%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.4	17.5	18.9
Grade 1	17.1	17.7	18.8
Grade 2	18.6	17.0	18.7
Grade 3	13.4	16.9	18.9
Grade 4	16.0	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	59.4	100.0%	100.0%	100.0%
Professional Staff:	43.5	73.4%	59.1%	64.1%
Teachers	35.9	60.5%	46.1%	49.8%
Professional Support	5.6	9.5%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.4%	2.4%	3.0%
Educational Aides:	15.8	26.6%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	40.0	67.3%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	4.0	11.1%	10.1%	10.6%
Hispanic	17.0	47.3%	35.2%	27.7%
White	13.9	38.7%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.8%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	1.1	3.1%	24.4%	23.8%
Females	34.8	96.9%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	29.1	81.1%	76.3%	73.6%
Masters	5.8	16.1%	21.8%	24.3%
Doctorate	1.0	2.8%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	8.4%	6.4%	7.0%
1-5 Years Experience	12.8	35.6%	35.0%	28.9%
6-10 Years Experience	7.1	19.8%	21.1%	19.0%
11-20 Years Experience	12.0	33.4%	26.5%	29.3%
Over 20 Years Experience	1.0	2.8%	10.9%	15.7%
Number of Students per Teacher	13.5	n/a	13.9	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.5	6.3
Average Years Experience of Principals with District	4.0	7.3	5.4
Average Years Experience of Assistant Principals	5.0	6.3	5.3
Average Years Experience of Assistant Principals with District	5.0	6.0	4.7
Average Years Experience of Teachers:	8.9	9.7	11.1
Average Years Experience of Teachers with District:	7.5	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,140	$51,929	$47,218
1-5 Years Experience	$55,912	$54,679	$50,408
6-10 Years Experience	$57,030	$56,719	$52,786
11-20 Years Experience	$49,073	$57,147	$56,041
Over 20 Years Experience	$64,128	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$53,845	$56,382	$54,122
Professional Support	$60,215	$70,595	$64,069
Campus Administration (School Leadership)	$92,791	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

Total Students: 486
Grade Span: EE - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	184	37.9%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	15	3.1%	5.3%	8.1%
Special Education	57	11.7%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.8%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	32.9	91.6%	68.3%	71.4%
Special Education	2.0	5.6%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MATTHYS EL**

Campus Number: **101917134**

2019 Accountability Rating: **C**

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**83%**	*	83%	-	-	-	-	-	70%	60%	82%	92%	84%	87%
	2018	77%	78%	**80%**	*	79%	*	-	-	-	-	50%	-	80%	75%	78%	82%
At Meets Grade Level or Above	2019	45%	42%	**35%**	*	34%	-	-	-	-	-	40%	20%	34%	42%	34%	37%
	2018	43%	40%	**38%**	*	37%	*	-	-	-	-	33%	-	39%	25%	37%	43%
At Masters Grade Level	2019	27%	23%	**12%**	*	13%	-	-	-	-	-	0%	0%	14%	0%	12%	14%
	2018	25%	19%	**17%**	*	15%	*	-	-	-	-	17%	-	18%	8%	15%	16%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**78%**	*	79%	-	-	-	-	-	80%	100%	78%	83%	78%	84%
	2018	78%	78%	**78%**	*	78%	*	-	-	-	-	38%	-	82%	50%	77%	87%
At Meets Grade Level or Above	2019	49%	41%	**37%**	*	36%	-	-	-	-	-	40%	60%	36%	42%	36%	37%
	2018	47%	40%	**38%**	*	37%	*	-	-	-	-	38%	-	39%	25%	37%	46%
At Masters Grade Level	2019	25%	17%	**10%**	*	10%	-	-	-	-	-	10%	20%	11%	8%	10%	6%
	2018	23%	16%	**14%**	*	14%	*	-	-	-	-	25%	-	15%	0%	14%	16%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**73%**	*	72%	*	-	*	-	-	22%	*	73%	74%	71%	70%
	2018	73%	71%	**72%**	-	73%	*	-	*	-	-	67%	*	74%	62%	70%	68%
At Meets Grade Level or Above	2019	44%	41%	**29%**	*	29%	*	-	*	-	-	22%	*	32%	17%	28%	27%
	2018	46%	41%	**39%**	-	38%	*	-	*	-	-	42%	*	41%	29%	36%	36%
At Masters Grade Level	2019	22%	17%	**10%**	*	10%	*	-	*	-	-	22%	*	12%	4%	10%	7%
	2018	24%	19%	**15%**	-	15%	*	-	*	-	-	8%	*	16%	10%	12%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**76%**	*	76%	*	-	*	-	-	22%	*	76%	74%	74%	79%
	2018	78%	77%	**80%**	-	81%	*	-	*	-	-	50%	*	82%	70%	79%	86%
At Meets Grade Level or Above	2019	48%	40%	**46%**	*	46%	*	-	*	-	-	22%	*	48%	35%	44%	49%
	2018	49%	43%	**48%**	-	48%	*	-	*	-	-	38%	*	52%	30%	45%	53%
At Masters Grade Level	2019	28%	18%	**23%**	*	23%	*	-	*	-	-	22%	*	28%	4%	24%	27%
	2018	27%	20%	**25%**	-	25%	*	-	*	-	-	13%	*	27%	17%	24%	26%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**62%**	*	61%	*	-	*	-	-	33%	*	62%	61%	60%	68%
	2018	63%	62%	**59%**	-	59%	*	-	*	-	-	42%	*	58%	65%	57%	54%
At Meets Grade Level or Above	2019	35%	30%	**19%**	*	19%	*	-	*	-	-	22%	*	22%	9%	19%	17%
	2018	39%	36%	**33%**	-	33%	*	-	*	-	-	25%	*	35%	25%	30%	30%
At Masters Grade Level	2019	11%	8%	**5%**	*	4%	*	-	*	-	-	11%	*	4%	9%	5%	1%
	2018	11%	8%	**8%**	-	7%	*	-	*	-	-	8%	*	7%	10%	4%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**74%**	92%	74%	*	-	*	-	-	47%	77%	74%	74%	73%	77%
	2018	77%	74%	**74%**	100%	74%	63%	-	50%	-	-	50%	67%	75%	65%	72%	76%
At Meets Grade Level or Above	2019	50%	45%	**33%**	58%	33%	*	-	*	-	-	30%	38%	34%	26%	32%	33%
	2018	48%	42%	**39%**	33%	39%	63%	-	50%	-	-	35%	42%	42%	27%	37%	41%

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 627
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**12%**	33%	12%	*	-	*	-	-	13%	8%	14%	5%	12%	11%
	2018	22%	16%	**16%**	17%	15%	38%	-	33%	-	-	13%	17%	17%	10%	14%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**78%**	100%	77%	*	-	*	-	-	47%	50%	78%	80%	77%	78%
	2018	74%	69%	**76%**	*	76%	*	-	*	-	-	61%	*	77%	67%	74%	75%
At Meets Grade Level or Above	2019	48%	42%	**32%**	60%	32%	*	-	*	-	-	32%	17%	33%	26%	31%	31%
	2018	46%	39%	**38%**	*	38%	*	-	*	-	-	39%	*	40%	27%	36%	39%
At Masters Grade Level	2019	21%	15%	**11%**	20%	11%	*	-	*	-	-	11%	0%	13%	3%	11%	10%
	2018	19%	14%	**16%**	*	15%	*	-	*	-	-	11%	*	17%	9%	13%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**77%**	80%	77%	*	-	*	-	-	53%	100%	77%	77%	76%	81%
	2018	81%	80%	**79%**	*	79%	*	-	*	-	-	46%	*	82%	63%	78%	86%
At Meets Grade Level or Above	2019	52%	47%	**41%**	60%	41%	*	-	*	-	-	32%	67%	42%	37%	40%	43%
	2018	50%	43%	**44%**	*	43%	*	-	*	-	-	38%	*	46%	29%	41%	49%
At Masters Grade Level	2019	26%	21%	**17%**	40%	17%	*	-	*	-	-	16%	17%	19%	6%	17%	17%
	2018	24%	17%	**20%**	*	20%	*	-	*	-	-	17%	*	21%	11%	19%	21%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**62%**	*	61%	*	-	*	-	-	33%	*	62%	61%	60%	68%
	2018	66%	62%	**59%**	-	59%	*	-	*	-	-	42%	*	58%	65%	57%	54%
At Meets Grade Level or Above	2019	38%	32%	**19%**	*	19%	*	-	*	-	-	22%	*	22%	9%	19%	17%
	2018	41%	35%	**33%**	-	33%	*	-	*	-	-	25%	*	35%	25%	30%	30%
At Masters Grade Level	2019	14%	10%	**5%**	*	4%	*	-	*	-	-	11%	*	4%	9%	5%	1%
	2018	13%	8%	**8%**	-	7%	*	-	*	-	-	8%	*	7%	10%	4%	4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

Total Students: 627
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**61**	*	61	*	-	-	-	-	33	-	63	58	61	38
	2018	63	61	**53**	-	52	*	-	*	-	-	44	*	46	77	51	43
Grade 4 Mathematics	2019	65	61	**65**	*	64	*	-	-	-	-	78	*	63	75	67	57
	2018	65	61	**74**	-	74	*	-	*	-	-	57	*	73	77	73	81
All Grades Both Subjects	2019	69	69	**64**	*	63	*	-	-	-	-	56	*	63	67	65	53
	2018	69	68	**67**	-	67	*	-	*	-	-	52	71	65	77	66	74
All Grades ELA/Reading	2019	68	68	**61**	*	61	*	-	-	-	-	33	-	63	58	61	38
	2018	69	68	**53**	-	52	*	-	*	-	-	44	*	46	77	51	43
All Grades Mathematics	2019	70	70	**65**	*	64	*	-	-	-	-	78	*	63	75	67	57
	2018	70	69	**74**	-	74	*	-	*	-	-	57	*	73	77	73	81

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

Total Students: 627
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**43%**	-	43%	-	-	-	-	-	0%	41%	14%
	2018	38%	36%	*	-	*	*	-	*	-	-	*	*	*
Mathematics	2019	45%	48%	**28%**	-	28%	-	-	-	-	-	0%	28%	*
	2018	47%	48%	**35%**	-	39%	*	-	*	-	-	*	33%	*

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 627
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**74%**	80%	-	80%	-	-	-	-	-	50%	80%	77%
	2018	77%	74%	**74%**	77%	-	77%	-	-	-	-	-	58%	77%	76%
At Meets Grade Level or Above	2019	50%	45%	**33%**	36%	-	36%	-	-	-	-	-	3%	36%	33%
	2018	48%	42%	**39%**	42%	-	42%	-	-	-	-	-	23%	42%	40%
At Masters Grade Level	2019	24%	18%	**12%**	12%	-	12%	-	-	-	-	-	0%	12%	11%
	2018	22%	16%	**16%**	16%	-	16%	-	-	-	-	-	0%	16%	15%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**78%**	81%	-	81%	-	-	-	-	-	57%	81%	78%
	2018	74%	69%	**76%**	76%	-	76%	-	-	-	-	-	64%	76%	75%
At Meets Grade Level or Above	2019	48%	42%	**32%**	34%	-	34%	-	-	-	-	-	0%	34%	31%
	2018	46%	39%	**38%**	40%	-	40%	-	-	-	-	-	18%	40%	38%
At Masters Grade Level	2019	21%	15%	**11%**	11%	-	11%	-	-	-	-	-	0%	11%	10%
	2018	19%	14%	**16%**	16%	-	16%	-	-	-	-	-	0%	16%	15%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**77%**	84%	-	84%	-	-	-	-	-	57%	84%	81%
	2018	81%	80%	**79%**	90%	-	90%	-	-	-	-	-	55%	90%	87%
At Meets Grade Level or Above	2019	52%	47%	**41%**	47%	-	47%	-	-	-	-	-	7%	47%	43%
	2018	50%	43%	**44%**	51%	-	51%	-	-	-	-	-	18%	51%	49%
At Masters Grade Level	2019	26%	21%	**17%**	19%	-	19%	-	-	-	-	-	0%	19%	17%
	2018	24%	17%	**20%**	22%	-	22%	-	-	-	-	-	0%	22%	21%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**62%**	72%	-	72%	-	-	-	-	-	17%	72%	68%
	2018	66%	62%	**59%**	53%	-	53%	-	-	-	-	-	*	53%	53%
At Meets Grade Level or Above	2019	38%	32%	**19%**	18%	-	18%	-	-	-	-	-	0%	18%	17%
	2018	41%	35%	**33%**	26%	-	26%	-	-	-	-	-	*	26%	27%
At Masters Grade Level	2019	14%	10%	**5%**	2%	-	2%	-	-	-	-	-	0%	2%	1%
	2018	13%	8%	**8%**	2%	-	2%	-	-	-	-	-	*	2%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**64%**	56%	-	56%	-	-	-	-	-	29%	56%	53%
	2018	69%	68%	**67%**	78%	-	78%	-	-	-	-	-	31%	78%	73%
All Grades ELA/Reading	2019	68%	68%	**61%**	50%	-	50%	-	-	-	-	-	8%	50%	38%
	2018	69%	68%	**53%**	42%	-	42%	-	-	-	-	-	*	42%	30%
All Grades Mathematics	2019	70%	70%	**65%**	58%	-	58%	-	-	-	-	-	50%	58%	57%
	2018	70%	69%	**74%**	81%	-	81%	-	-	-	-	-	*	81%	79%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**43%**	*	-	*	-	-	-	-	-	*	*	14%
	2018	38%	36%	*	*	-	*	-	-	-	-	-	-	*	*
Mathematics	2019	45%	48%	**28%**	-	-	-	-	-	-	-	-	*	-	*
	2018	47%	48%	**35%**	*	-	*	-	-	-	-	-	-	*	*

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 627
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	*	-	*	-	-	100%	100%	99%
Included in Accountability	94%	94%	**97%**	71%	97%	*	-	*	-	-	100%	96%	96%
Not Included in Accountability													
Mobile	4%	3%	**3%**	29%	2%	*	-	*	-	-	0%	3%	3%
Other Exclusions	1%	2%	**0%**	0%	0%	*	-	*	-	-	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	*	-	*	-	-	0%	0%	1%
Absent	1%	1%	**0%**	0%	0%	*	-	*	-	-	0%	0%	1%
Other	0%	0%	**0%**	0%	0%	*	-	*	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%
Included in Accountability	94%	94%	**94%**	75%	94%	73%	-	100%	-	-	100%	94%	97%
Not Included in Accountability													
Mobile	4%	4%	**5%**	25%	5%	27%	-	0%	-	-	0%	5%	1%
Other Exclusions	1%	2%	**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%

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

Total Students: 627
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.2%**	95.9%	96.2%	95.9%	*	*	-	-	95.8%	96.0%	96.6%
2016-17	95.7%	94.6%	**96.7%**	96.5%	96.7%	94.9%	*	*	-	*	96.8%	96.5%	97.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

Total Students: 627
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 627
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

Total Students: 627
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	627	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	72	11.5%	4.3%	4.4%
Kindergarten	93	14.8%	6.4%	6.9%
Grade 1	121	19.3%	7.1%	7.1%
Grade 2	109	17.4%	7.0%	7.2%
Grade 3	111	17.7%	7.1%	7.3%
Grade 4	121	19.3%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	9	1.4%	7.2%	12.6%
Hispanic	603	96.2%	83.4%	52.6%
White	11	1.8%	5.6%	27.4%
American Indian	1	0.2%	0.1%	0.4%
Asian	3	0.5%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.4%
Economically Disadvantaged	584	93.1%	86.3%	60.6%
Non-Educationally Disadvantaged	43	6.9%	13.7%	39.4%
Section 504 Students	34	5.4%	5.6%	6.5%
English Learners (EL)	348	55.5%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	26	4.1%	4.1%	3.6%
At-Risk	454	72.4%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	62			
By Type of Primary Disability				
Students with Intellectual Disabilities	13	21.0%	44.2%	42.4%
Students with Physical Disabilities	22	35.5%	16.3%	21.9%
Students with Autism	21	33.9%	21.4%	13.7%
Students with Behavioral Disabilities	6	9.7%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	69	13.1%	15.6%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	5	1.0%		
Hispanic	62	11.8%		
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%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	11.7%	10.1%	3.1%	27.8%	12.3%	5.5%
Grade 2	5.0%	6.5%	1.8%	7.1%	4.1%	2.3%
Grade 3	0.9%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.8%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.7	17.5	18.9
Grade 1	16.7	17.7	18.8
Grade 2	16.0	17.0	18.7
Grade 3	17.9	16.9	18.9
Grade 4	17.2	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

Total Students: 627
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	68.0	100.0%	100.0%	100.0%
Professional Staff:	51.9	76.3%	59.1%	64.1%
Teachers	44.7	65.6%	46.1%	49.8%
Professional Support	5.3	7.7%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.9%	2.4%	3.0%
Educational Aides:	16.1	23.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	0.0	n/a	114.0	12,433.0
Part-time	1.0	n/a	12.0	1,097.0
Total Minority Staff:	50.8	74.6%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	10.1%	10.6%
Hispanic	29.4	65.9%	35.2%	27.7%
White	12.2	27.4%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.2%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	4.5%	1.1%	1.1%
Males	2.0	4.5%	24.4%	23.8%
Females	42.7	95.5%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	34.7	77.8%	76.3%	73.6%
Masters	9.9	22.2%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.5	5.6%	6.4%	7.0%
1-5 Years Experience	20.0	44.8%	35.0%	28.9%
6-10 Years Experience	5.0	11.1%	21.1%	19.0%
11-20 Years Experience	13.2	29.6%	26.5%	29.3%
Over 20 Years Experience	4.0	9.0%	10.9%	15.7%
Number of Students per Teacher	14.0	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

Total Students: 627
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.5	6.3
Average Years Experience of Principals with District	12.0	7.3	5.4
Average Years Experience of Assistant Principals	15.0	6.3	5.3
Average Years Experience of Assistant Principals with District	15.0	6.0	4.7
Average Years Experience of Teachers:	9.5	9.7	11.1
Average Years Experience of Teachers with District:	7.0	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$46,280	$51,929	$47,218
1-5 Years Experience	$55,161	$54,679	$50,408
6-10 Years Experience	$52,125	$56,719	$52,786
11-20 Years Experience	$58,042	$57,147	$56,041
Over 20 Years Experience	$62,337	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,824	$56,382	$54,122
Professional Support	$61,111	$70,595	$64,069
Campus Administration (School Leadership)	$99,881	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	317	50.6%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	23	3.7%	5.3%	8.1%
Special Education	62	9.9%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	18.9	42.4%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	24.9	55.7%	68.3%	71.4%
Special Education	0.8	1.9%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MORRIS MIDDLE**

Campus Number: **101917135**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Science

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 881
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**88%**	83%	87%	94%	-	97%	-	*	57%	100%	91%	78%	87%	88%
	2018	84%	79%	**85%**	89%	83%	91%	-	97%	*	86%	70%	83%	86%	85%	84%	84%
At Meets Grade Level or Above	2019	54%	47%	**51%**	46%	49%	67%	-	69%	-	*	25%	60%	54%	42%	50%	49%
	2018	54%	45%	**50%**	56%	44%	55%	-	76%	*	86%	33%	67%	52%	44%	48%	49%
At Masters Grade Level	2019	29%	21%	**23%**	18%	20%	50%	-	48%	-	*	10%	20%	26%	15%	23%	25%
	2018	26%	18%	**20%**	30%	14%	27%	-	41%	*	57%	10%	17%	21%	19%	18%	19%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	**96%**	91%	96%	94%	-	100%	-	*	84%	100%	98%	90%	95%	97%
	2018	91%	88%	**91%**	87%	91%	92%	-	100%	*	100%	62%	100%	93%	85%	91%	96%
At Meets Grade Level or Above	2019	58%	48%	**65%**	46%	67%	72%	-	76%	-	*	27%	100%	69%	54%	63%	73%
	2018	58%	48%	**59%**	55%	57%	42%	-	86%	*	67%	29%	67%	62%	48%	58%	67%
At Masters Grade Level	2019	36%	25%	**38%**	28%	37%	28%	-	72%	-	*	16%	20%	40%	32%	37%	46%
	2018	30%	20%	**26%**	17%	24%	25%	-	58%	*	50%	6%	17%	30%	16%	24%	33%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	73%	**83%**	77%	83%	89%	-	97%	-	*	49%	100%	86%	75%	82%	82%
	2018	76%	75%	**79%**	77%	75%	92%	-	97%	*	100%	43%	83%	81%	72%	77%	83%
At Meets Grade Level or Above	2019	49%	44%	**49%**	38%	48%	56%	-	79%	-	*	24%	40%	54%	37%	47%	49%
	2018	41%	35%	**36%**	36%	31%	33%	-	70%	*	67%	29%	50%	37%	32%	34%	41%
At Masters Grade Level	2019	24%	19%	**22%**	14%	19%	17%	-	59%	-	*	12%	20%	24%	17%	21%	25%
	2018	17%	11%	**11%**	11%	9%	0%	-	27%	*	17%	5%	17%	11%	11%	9%	13%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	66%	**68%**	70%	65%	90%	-	86%	*	100%	38%	86%	72%	60%	68%	71%
	2018	69%	65%	**64%**	44%	64%	78%	-	91%	-	50%	24%	57%	68%	51%	59%	71%
At Meets Grade Level or Above	2019	37%	31%	**32%**	45%	26%	30%	-	58%	*	14%	15%	14%	34%	26%	32%	33%
	2018	39%	31%	**31%**	12%	28%	48%	-	76%	-	17%	17%	29%	34%	23%	26%	35%
At Masters Grade Level	2019	18%	12%	**12%**	19%	8%	10%	-	33%	*	14%	5%	0%	13%	11%	12%	13%
	2018	19%	14%	**13%**	4%	11%	26%	-	40%	-	0%	3%	0%	15%	10%	12%	16%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	73%	**75%**	63%	76%	100%	-	82%	*	100%	54%	57%	79%	66%	75%	79%
	2018	77%	68%	**68%**	49%	70%	94%	-	95%	-	83%	38%	86%	72%	58%	66%	77%
At Meets Grade Level or Above	2019	47%	26%	**25%**	26%	23%	33%	-	53%	*	29%	19%	43%	27%	21%	24%	30%
	2018	44%	22%	**16%**	4%	16%	13%	-	62%	-	0%	21%	43%	17%	11%	15%	22%
At Masters Grade Level	2019	21%	6%	**4%**	1%	4%	0%	-	24%	*	14%	3%	0%	3%	7%	4%	7%
	2018	18%	4%	**4%**	0%	3%	0%	-	29%	-	0%	7%	14%	4%	3%	4%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**96%**	91%	97%	*	-	95%	-	-	*	-	97%	86%	96%	100%
	2018	72%	71%	**99%**	*	98%	100%	-	100%	-	-	*	-	99%	100%	98%	97%
At Meets Grade Level or Above	2019	43%	38%	**74%**	82%	72%	*	-	79%	-	-	*	-	73%	86%	73%	83%
	2018	40%	33%	**79%**	*	71%	71%	-	96%	-	-	*	-	77%	100%	84%	79%
At Masters Grade Level	2019	17%	9%	**30%**	18%	26%	*	-	47%	-	-	*	-	30%	29%	31%	39%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

Total Students: 881
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	18%	11%	**47%**	*	40%	29%	-	63%	-	-	*	-	43%	75%	54%	49%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**82%**	76%	81%	93%	-	93%	*	100%	58%	86%	86%	73%	81%	84%
	2018	77%	74%	**79%**	69%	78%	89%	-	97%	*	84%	48%	81%	81%	71%	77%	83%
At Meets Grade Level or Above	2019	50%	45%	**45%**	42%	43%	55%	-	69%	*	48%	23%	48%	49%	36%	44%	48%
	2018	48%	42%	**41%**	33%	38%	41%	-	78%	*	48%	27%	50%	43%	33%	39%	46%
At Masters Grade Level	2019	24%	18%	**20%**	16%	17%	24%	-	48%	*	35%	10%	10%	22%	16%	20%	24%
	2018	22%	16%	**16%**	13%	14%	17%	-	43%	*	26%	6%	13%	18%	13%	15%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**77%**	76%	75%	93%	-	91%	*	100%	49%	92%	81%	68%	77%	79%
	2018	74%	69%	**75%**	66%	74%	82%	-	94%	*	69%	47%	69%	77%	68%	72%	77%
At Meets Grade Level or Above	2019	48%	42%	**41%**	45%	36%	54%	-	63%	*	30%	21%	33%	43%	33%	40%	41%
	2018	46%	39%	**41%**	34%	37%	50%	-	76%	*	54%	25%	46%	43%	34%	38%	42%
At Masters Grade Level	2019	21%	15%	**17%**	19%	13%	36%	-	40%	*	20%	8%	8%	19%	13%	17%	18%
	2018	19%	14%	**17%**	17%	13%	26%	-	40%	*	31%	7%	8%	18%	15%	15%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**86%**	77%	87%	96%	-	94%	*	100%	72%	75%	90%	77%	86%	90%
	2018	81%	80%	**83%**	68%	83%	94%	-	99%	*	92%	52%	92%	86%	74%	82%	89%
At Meets Grade Level or Above	2019	52%	47%	**48%**	39%	47%	57%	-	71%	*	50%	26%	67%	52%	37%	46%	56%
	2018	50%	43%	**43%**	30%	42%	34%	-	83%	*	33%	28%	54%	46%	34%	43%	52%
At Masters Grade Level	2019	26%	21%	**22%**	14%	21%	18%	-	52%	*	30%	11%	8%	23%	18%	22%	29%
	2018	24%	17%	**19%**	9%	17%	14%	-	52%	*	25%	6%	15%	21%	13%	18%	24%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**83%**	77%	83%	89%	-	97%	-	*	49%	100%	86%	75%	82%	82%
	2018	80%	78%	**79%**	77%	75%	92%	-	97%	*	100%	43%	83%	81%	72%	77%	83%
At Meets Grade Level or Above	2019	54%	50%	**49%**	38%	48%	56%	-	79%	-	*	24%	40%	54%	37%	47%	49%
	2018	51%	47%	**36%**	36%	31%	33%	-	70%	*	67%	29%	50%	37%	32%	34%	41%
At Masters Grade Level	2019	25%	19%	**22%**	14%	19%	17%	-	59%	-	*	12%	20%	24%	17%	21%	25%
	2018	23%	18%	**11%**	11%	9%	0%	-	27%	*	17%	5%	17%	11%	11%	9%	13%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

Total Students: 881
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	78	**73**	78	71	82	-	79	-	*	71	70	73	74	73	72
	2018	80	76	**75**	74	75	70	-	74	*	86	67	75	74	79	75	75
Grade 5 Mathematics	2019	83	76	**84**	84	84	82	-	84	-	*	86	60	84	82	83	82
	2018	81	74	**75**	74	75	77	-	75	*	83	74	58	75	77	75	79
Grade 6 ELA/Reading	2019	42	42	**40**	46	37	25	-	54	*	29	32	29	39	41	42	44
	2018	47	48	**43**	32	41	50	-	69	-	17	29	50	43	42	41	50
Grade 6 Mathematics	2019	54	50	**39**	39	38	56	-	38	*	50	53	21	37	41	38	35
	2018	56	56	**53**	51	52	56	-	64	-	42	57	71	53	52	53	50
Grade 7 Mathematics	2019	63	57	**45**	45	38	*	-	61	-	-	*	-	44	50	45	53
	2018	67	65	**56**	*	52	43	-	67	-	-	*	-	52	94	61	55
All Grades Both Subjects	2019	69	69	**58**	60	56	66	-	66	*	43	63	42	58	58	58	58
	2018	69	68	**62**	58	62	58	-	71	*	58	57	63	61	64	62	64
All Grades ELA/Reading	2019	68	68	**55**	61	53	61	-	66	*	30	54	46	55	56	57	57
	2018	69	68	**59**	53	59	56	-	71	*	54	48	62	58	61	58	62
All Grades Mathematics	2019	70	70	**60**	60	59	70	-	66	*	55	73	38	60	60	60	59
	2018	70	69	**64**	62	64	60	-	70	*	63	66	65	64	66	65	65

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 881
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**31%**	33%	29%	*	-	*	-	-	19%	30%	32%
	2018	38%	36%	**39%**	30%	39%	*	-	*	-	*	*	39%	40%
Mathematics	2019	45%	48%	**58%**	45%	63%	*	-	*	-	-	56%	58%	55%
	2018	47%	48%	**48%**	39%	52%	*	-	-	-	*	23%	51%	67%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	73%	**83%**	77%	82%	83%	-	97%	-	*	51%	81%	69%
Students Requiring Accelerated Instruction	2019	22%	27%	**17%**	23%	18%	17%	-	3%	-	*	49%	19%	31%
STAAR Cumulative Met Standard	2019	86%	83%	**88%**	83%	87%	94%	-	97%	-	*	55%	87%	79%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	*	-	*	-	-	-	-	-	-	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	79%	**92%**	86%	93%	94%	-	100%	-	*	71%	92%	91%
Students Requiring Accelerated Instruction	2019	17%	21%	**8%**	14%	7%	6%	-	0%	-	*	29%	8%	9%
STAAR Cumulative Met Standard	2019	90%	87%	**96%**	91%	96%	94%	-	100%	-	*	84%	95%	94%

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 881
Grade Span: 05 - 06
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**82%**	75%	-	75%	-	-	85%	-	85%	67%	76%	74%
	2018	77%	74%	**79%**	75%	-	74%	*	-	85%	-	85%	60%	76%	73%
At Meets Grade Level or Above	2019	50%	45%	**45%**	32%	-	32%	-	-	44%	-	44%	34%	34%	34%
	2018	48%	42%	**41%**	30%	-	29%	*	-	56%	-	56%	24%	33%	31%
At Masters Grade Level	2019	24%	18%	**20%**	9%	-	9%	-	-	31%	-	31%	15%	11%	12%
	2018	22%	16%	**16%**	8%	-	7%	*	-	12%	-	12%	6%	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**77%**	67%	-	67%	-	-	80%	-	80%	61%	68%	67%
	2018	74%	69%	**75%**	62%	-	61%	*	-	71%	-	71%	48%	63%	60%
At Meets Grade Level or Above	2019	48%	42%	**41%**	23%	-	23%	-	-	27%	-	27%	28%	23%	24%
	2018	46%	39%	**41%**	22%	-	22%	*	-	43%	-	43%	12%	25%	23%
At Masters Grade Level	2019	21%	15%	**17%**	3%	-	3%	-	-	13%	-	13%	11%	4%	5%
	2018	19%	14%	**17%**	6%	-	6%	*	-	0%	-	0%	8%	6%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**86%**	85%	-	85%	-	-	87%	-	87%	78%	85%	84%
	2018	81%	80%	**83%**	87%	-	86%	*	-	93%	-	93%	76%	87%	85%
At Meets Grade Level or Above	2019	52%	47%	**48%**	43%	-	43%	-	-	47%	-	47%	33%	44%	42%
	2018	50%	43%	**43%**	41%	-	41%	*	-	64%	-	64%	32%	44%	42%
At Masters Grade Level	2019	26%	21%	**22%**	15%	-	15%	-	-	47%	-	47%	14%	18%	17%
	2018	24%	17%	**19%**	11%	-	10%	*	-	29%	-	29%	4%	13%	11%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**83%**	70%	-	70%	-	-	89%	-	89%	57%	73%	70%
	2018	80%	78%	**79%**	76%	-	76%	*	-	100%	-	100%	56%	78%	74%
At Meets Grade Level or Above	2019	54%	50%	**49%**	30%	-	30%	-	-	67%	-	67%	50%	34%	37%
	2018	51%	47%	**36%**	24%	-	23%	*	-	67%	-	67%	28%	28%	28%
At Masters Grade Level	2019	25%	19%	**22%**	9%	-	9%	-	-	33%	-	33%	29%	12%	15%
	2018	23%	18%	**11%**	5%	-	5%	*	-	0%	-	0%	6%	4%	5%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**58%**	52%	-	52%	-	-	57%	-	57%	57%	52%	53%
	2018	69%	68%	**62%**	68%	-	68%	*	-	61%	-	61%	67%	67%	67%
All Grades ELA/Reading	2019	68%	68%	**55%**	47%	-	47%	-	-	53%	-	53%	60%	48%	51%
	2018	69%	68%	**59%**	64%	-	64%	-	-	61%	-	61%	70%	64%	65%
All Grades Mathematics	2019	70%	70%	**60%**	55%	-	55%	-	-	60%	-	60%	54%	56%	55%
	2018	70%	69%	**64%**	72%	-	72%	*	-	61%	-	61%	64%	71%	70%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**31%**	29%	-	29%	-	-	*	-	*	38%	29%	32%
	2018	38%	36%	**39%**	41%	-	41%	-	-	*	-	*	41%	40%	40%
Mathematics	2019	45%	48%	**58%**	61%	-	61%	-	-	*	-	*	45%	60%	55%
	2018	47%	48%	**48%**	74%	-	74%	-	-	-	-	-	*	74%	67%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

Total Students: 881
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	99%	100%	100%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	94%	96%	94%	-	99%	*	74%	97%	96%	92%
Not Included in Accountability													
Mobile	4%	3%	**4%**	5%	4%	6%	-	0%	*	26%	3%	3%	5%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	1%	*	0%	0%	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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	97%	99%	100%	100%
Included in Accountability	94%	94%	**94%**	94%	94%	89%	*	94%	*	94%	96%	94%	85%
Not Included in Accountability													
Mobile	4%	4%	**5%**	6%	5%	11%	*	2%	*	3%	3%	5%	7%
Other Exclusions	1%	2%	**1%**	0%	2%	0%	*	4%	*	0%	0%	1%	7%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	3%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	3%	1%	0%	0%

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 881
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.8%**	95.0%	95.7%	94.6%	-	98.4%	*	96.8%	94.2%	95.6%	96.7%
2016-17	95.7%	94.6%	**96.6%**	95.8%	96.6%	95.9%	-	98.9%	-	96.7%	95.8%	96.5%	97.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

Total Students: 881
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 881
Grade Span: 05 - 06
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

Total Students: 881
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

Total Students: 881
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

Total Students: 881
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	881	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	404	45.9%	7.5%	7.7%
Grade 6	477	54.1%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	156	17.7%	7.2%	12.6%
Hispanic	608	69.0%	83.4%	52.6%
White	40	4.5%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	65	7.4%	3.0%	4.5%
Pacific Islander	1	0.1%	0.1%	0.2%
Two or More Races	11	1.2%	0.6%	2.4%
Economically Disadvantaged	724	82.2%	86.3%	60.6%
Non-Educationally Disadvantaged	157	17.8%	13.7%	39.4%
Section 504 Students	54	6.1%	5.6%	6.5%
English Learners (EL)	190	21.6%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	7	0.7%	1.3%	1.4%
Students w/ Dyslexia	53	6.0%	4.1%	3.6%
At-Risk	477	54.1%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	100			
By Type of Primary Disability				
Students with Intellectual Disabilities	54	54.0%	44.2%	42.4%
Students with Physical Disabilities	7	7.0%	16.3%	21.9%
Students with Autism	14	14.0%	21.4%	13.7%
Students with Behavioral Disabilities	25	25.0%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	104	10.8%	15.6%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	28	2.9%		
Hispanic	60	6.3%		
White	9	0.9%		
American Indian	0	0.0%		
Asian	6	0.6%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	0.1%	0.5%	0.0%	0.0%	0.6%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	17.1	18.1	21.2
Grade 6	21.1	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

Total Students: 881
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	91.3	100.0%	100.0%	100.0%
Professional Staff:	76.7	84.0%	59.1%	64.1%
Teachers	65.0	71.2%	46.1%	49.8%
Professional Support	7.6	8.4%	9.6%	10.1%
Campus Administration (School Leadership)	4.0	4.4%	2.4%	3.0%
Educational Aides:	14.6	16.0%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	2.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	40.3	44.1%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	12.0	18.4%	10.1%	10.6%
Hispanic	17.0	26.1%	35.2%	27.7%
White	35.0	53.9%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.5%	1.1%	1.1%
Males	13.0	20.0%	24.4%	23.8%
Females	52.0	80.0%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	47.0	72.3%	76.3%	73.6%
Masters	17.0	26.1%	21.8%	24.3%
Doctorate	1.0	1.5%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.0	9.2%	6.4%	7.0%
1-5 Years Experience	18.0	27.7%	35.0%	28.9%
6-10 Years Experience	16.0	24.6%	21.1%	19.0%
11-20 Years Experience	15.0	23.1%	26.5%	29.3%
Over 20 Years Experience	10.0	15.4%	10.9%	15.7%
Number of Students per Teacher	13.6	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

Total Students: 881
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	7.5	6.3
Average Years Experience of Principals with District	1.0	7.3	5.4
Average Years Experience of Assistant Principals	6.0	6.3	5.3
Average Years Experience of Assistant Principals with District	5.7	6.0	4.7
Average Years Experience of Teachers:	10.1	9.7	11.1
Average Years Experience of Teachers with District:	7.2	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,973	$51,929	$47,218
1-5 Years Experience	$54,161	$54,679	$50,408
6-10 Years Experience	$57,187	$56,719	$52,786
11-20 Years Experience	$60,376	$57,147	$56,041
Over 20 Years Experience	$60,244	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$57,075	$56,382	$54,122
Professional Support	$60,548	$70,595	$64,069
Campus Administration (School Leadership)	$86,018	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

Total Students: 881
Grade Span: 05 - 06
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	155	17.6%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	63	7.2%	5.3%	8.1%
Special Education	100	11.4%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	2.3	3.5%	1.9%	2.0%
Regular Education	53.9	83.0%	68.3%	71.4%
Special Education	8.8	13.5%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **DE ZAVALA MIDDLE SCHOOL**

Campus Number: **101917136**

2019 Accountability Rating: **C**

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District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

Total Students: 688
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**77%**	50%	78%	78%	-	-	-	-	42%	67%	79%	69%	77%	77%
	2018	84%	79%	**75%**	70%	75%	75%	-	-	*	*	44%	89%	79%	60%	74%	74%
At Meets Grade Level or Above	2019	54%	47%	**36%**	17%	36%	44%	-	-	-	-	30%	22%	38%	26%	35%	31%
	2018	54%	45%	**40%**	40%	40%	38%	-	-	*	*	32%	33%	43%	33%	40%	35%
At Masters Grade Level	2019	29%	21%	**13%**	17%	12%	33%	-	-	-	-	9%	11%	13%	13%	13%	12%
	2018	26%	18%	**16%**	20%	15%	25%	-	-	*	*	21%	0%	17%	11%	16%	16%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	**82%**	67%	82%	100%	-	-	-	-	45%	67%	82%	83%	82%	85%
	2018	91%	88%	**83%**	70%	84%	75%	-	-	*	*	56%	75%	87%	72%	83%	84%
At Meets Grade Level or Above	2019	58%	48%	**38%**	17%	39%	33%	-	-	-	-	27%	22%	39%	34%	38%	42%
	2018	58%	48%	**43%**	40%	43%	38%	-	-	*	*	38%	38%	45%	36%	43%	40%
At Masters Grade Level	2019	36%	25%	**20%**	0%	21%	22%	-	-	-	-	15%	11%	21%	15%	19%	21%
	2018	30%	20%	**21%**	30%	20%	25%	-	-	*	*	21%	13%	24%	9%	21%	23%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	73%	**61%**	42%	62%	56%	-	-	-	-	39%	56%	63%	55%	61%	58%
	2018	76%	75%	**64%**	60%	64%	57%	-	-	*	-	44%	67%	68%	50%	64%	65%
At Meets Grade Level or Above	2019	49%	44%	**28%**	17%	28%	33%	-	-	-	-	24%	33%	28%	27%	27%	25%
	2018	41%	35%	**28%**	10%	28%	43%	-	-	*	-	32%	0%	32%	18%	28%	26%
At Masters Grade Level	2019	24%	19%	**8%**	0%	9%	0%	-	-	-	-	6%	11%	9%	6%	7%	10%
	2018	17%	11%	**11%**	10%	10%	14%	-	-	*	-	21%	0%	11%	9%	11%	10%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	66%	**57%**	*	57%	60%	-	-	*	*	34%	43%	61%	45%	58%	56%
	2018	69%	65%	**55%**	42%	56%	40%	-	-	-	*	48%	71%	56%	50%	54%	54%
At Meets Grade Level or Above	2019	37%	31%	**27%**	*	26%	40%	-	-	*	*	31%	14%	30%	17%	27%	26%
	2018	39%	31%	**18%**	8%	19%	20%	-	-	-	*	33%	29%	19%	14%	16%	18%
At Masters Grade Level	2019	18%	12%	**9%**	*	8%	20%	-	-	*	*	10%	0%	8%	9%	9%	7%
	2018	19%	14%	**9%**	8%	9%	20%	-	-	-	*	24%	0%	10%	7%	8%	9%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	73%	**59%**	*	59%	80%	-	-	-	*	36%	40%	63%	49%	59%	59%
	2018	77%	68%	**49%**	25%	51%	40%	-	-	-	*	45%	67%	50%	48%	49%	51%
At Meets Grade Level or Above	2019	47%	26%	**11%**	*	11%	20%	-	-	-	*	25%	0%	11%	9%	11%	7%
	2018	44%	22%	**12%**	8%	12%	20%	-	-	-	*	36%	0%	13%	11%	12%	13%
At Masters Grade Level	2019	21%	6%	**3%**	*	2%	20%	-	-	-	*	14%	0%	3%	2%	2%	2%
	2018	18%	4%	**4%**	8%	4%	0%	-	-	-	*	27%	0%	4%	5%	4%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**92%**	*	93%	-	-	-	*	-	*	*	95%	75%	92%	93%
	2018	72%	71%	**86%**	-	89%	*	-	-	-	-	-	*	86%	-	83%	90%
At Meets Grade Level or Above	2019	43%	38%	**56%**	*	56%	-	-	-	*	-	*	*	63%	25%	56%	59%
	2018	40%	33%	**33%**	-	34%	*	-	-	-	-	-	*	33%	-	33%	34%
At Masters Grade Level	2019	17%	9%	**7%**	*	6%	-	-	-	*	-	*	*	7%	8%	7%	2%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

Total Students: 688
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	18%	11%	**6%**	-	6%	*	-	-	-	-	-	*	6%	-	7%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**69%**	52%	70%	76%	-	-	*	*	40%	59%	72%	61%	69%	69%
	2018	77%	74%	**66%**	52%	66%	59%	-	-	*	*	48%	75%	68%	56%	65%	66%
At Meets Grade Level or Above	2019	50%	45%	**30%**	18%	30%	35%	-	-	*	*	28%	22%	32%	23%	30%	29%
	2018	48%	42%	**29%**	20%	29%	32%	-	-	*	*	35%	23%	30%	23%	28%	26%
At Masters Grade Level	2019	24%	18%	**11%**	7%	11%	19%	-	-	*	*	11%	7%	12%	9%	10%	11%
	2018	22%	16%	**12%**	15%	12%	18%	-	-	*	*	23%	3%	13%	8%	12%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**68%**	50%	69%	71%	-	-	*	*	39%	56%	71%	57%	68%	67%
	2018	74%	69%	**65%**	55%	65%	62%	-	-	*	*	46%	81%	67%	56%	64%	64%
At Meets Grade Level or Above	2019	48%	42%	**32%**	19%	31%	43%	-	-	*	*	31%	19%	34%	22%	31%	29%
	2018	46%	39%	**29%**	23%	29%	31%	-	-	*	*	33%	31%	30%	24%	28%	26%
At Masters Grade Level	2019	21%	15%	**11%**	19%	10%	29%	-	-	*	*	10%	6%	11%	11%	11%	9%
	2018	19%	14%	**13%**	14%	12%	23%	-	-	*	*	22%	0%	13%	9%	12%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**75%**	63%	75%	93%	-	-	*	*	42%	63%	77%	69%	75%	77%
	2018	81%	80%	**68%**	45%	69%	57%	-	-	*	*	51%	73%	70%	61%	68%	69%
At Meets Grade Level or Above	2019	52%	47%	**30%**	19%	31%	29%	-	-	*	*	27%	19%	32%	23%	30%	32%
	2018	50%	43%	**29%**	23%	29%	29%	-	-	*	*	37%	27%	30%	25%	28%	27%
At Masters Grade Level	2019	26%	21%	**13%**	0%	13%	21%	-	-	*	*	15%	6%	13%	9%	12%	12%
	2018	24%	17%	**13%**	18%	12%	14%	-	-	*	*	24%	7%	14%	7%	12%	13%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**61%**	42%	62%	56%	-	-	-	-	39%	56%	63%	55%	61%	58%
	2018	80%	78%	**64%**	60%	64%	57%	-	-	*	-	44%	67%	68%	50%	64%	65%
At Meets Grade Level or Above	2019	54%	50%	**28%**	17%	28%	33%	-	-	-	-	24%	33%	28%	27%	27%	25%
	2018	51%	47%	**28%**	10%	28%	43%	-	-	*	-	32%	0%	32%	18%	28%	26%
At Masters Grade Level	2019	25%	19%	**8%**	0%	9%	0%	-	-	-	-	6%	11%	9%	6%	7%	10%
	2018	23%	18%	**11%**	10%	10%	14%	-	-	*	-	21%	0%	11%	9%	11%	10%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

Total Students: 688
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	78	**71**	83	71	78	-	-	-	-	58	94	71	72	71	72
	2018	80	76	**77**	71	77	63	-	-	*	*	68	71	76	79	77	80
Grade 5 Mathematics	2019	83	76	**72**	75	71	89	-	-	-	-	56	100	72	69	71	74
	2018	81	74	**77**	79	77	75	-	-	*	*	76	64	77	78	78	77
Grade 6 ELA/Reading	2019	42	42	**38**	*	37	70	-	-	*	*	36	43	38	40	39	36
	2018	47	48	**45**	25	45	40	-	-	-	*	53	57	46	39	44	44
Grade 6 Mathematics	2019	54	50	**38**	*	38	70	-	-	-	*	41	20	40	33	38	38
	2018	56	56	**46**	30	46	60	-	-	-	*	62	67	46	46	46	48
Grade 7 Mathematics	2019	63	57	**13**	*	12	-	-	-	*	-	*	*	11	21	13	9
	2018	67	65	**19**	-	20	*	-	-	-	-	-	*	19	-	23	22
All Grades Both Subjects	2019	69	69	**55**	70	54	79	-	-	*	*	48	68	55	53	54	55
	2018	69	68	**60**	47	60	59	-	-	*	*	64	64	59	61	60	59
All Grades ELA/Reading	2019	68	68	**56**	78	55	75	-	-	*	*	48	70	56	55	56	55
	2018	69	68	**60**	44	60	54	-	-	*	*	60	64	60	60	60	59
All Grades Mathematics	2019	70	70	**54**	63	53	82	-	-	*	*	49	66	55	50	53	54
	2018	70	69	**60**	50	60	64	-	-	*	*	69	64	59	63	60	59

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

Total Students: 688
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**31%**	13%	31%	67%	-	-	-	-	5%	32%	35%
	2018	38%	36%	**32%**	*	32%	*	-	-	-	-	17%	32%	34%
Mathematics	2019	45%	48%	**34%**	44%	32%	*	-	-	-	-	4%	33%	36%
	2018	47%	48%	**38%**	*	39%	*	-	-	-	-	26%	38%	40%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	73%	**62%**	50%	63%	56%	-	-	-	-	8%	62%	45%
Students Requiring Accelerated Instruction	2019	22%	27%	**38%**	50%	37%	44%	-	-	-	-	92%	38%	55%
STAAR Cumulative Met Standard	2019	86%	83%	**76%**	50%	77%	78%	-	-	-	-	24%	76%	63%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	*	-	*	-	-	-	-	-	-	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	79%	**73%**	50%	73%	89%	-	-	-	-	28%	72%	64%
Students Requiring Accelerated Instruction	2019	17%	21%	**27%**	50%	27%	11%	-	-	-	-	72%	28%	36%
STAAR Cumulative Met Standard	2019	90%	87%	**81%**	67%	82%	100%	-	-	-	-	28%	81%	76%

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 688
Grade Span: 05 - 06
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**69%**	57%	-	57%	-	-	*	-	*	40%	57%	55%
	2018	77%	74%	**66%**	58%	-	58%	-	-	-	-	-	44%	58%	56%
At Meets Grade Level or Above	2019	50%	45%	**30%**	17%	-	17%	-	-	*	-	*	4%	18%	16%
	2018	48%	42%	**29%**	15%	-	15%	-	-	-	-	-	15%	15%	15%
At Masters Grade Level	2019	24%	18%	**11%**	4%	-	4%	-	-	*	-	*	0%	4%	4%
	2018	22%	16%	**12%**	5%	-	5%	-	-	-	-	-	3%	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**68%**	52%	-	52%	-	-	*	-	*	43%	52%	51%
	2018	74%	69%	**65%**	53%	-	53%	-	-	-	-	-	40%	53%	51%
At Meets Grade Level or Above	2019	48%	42%	**32%**	15%	-	15%	-	-	*	-	*	0%	14%	13%
	2018	46%	39%	**29%**	15%	-	15%	-	-	-	-	-	10%	15%	14%
At Masters Grade Level	2019	21%	15%	**11%**	4%	-	4%	-	-	*	-	*	0%	4%	3%
	2018	19%	14%	**13%**	6%	-	6%	-	-	-	-	-	0%	6%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**75%**	67%	-	67%	-	-	*	-	*	48%	67%	66%
	2018	81%	80%	**68%**	64%	-	64%	-	-	-	-	-	41%	64%	61%
At Meets Grade Level or Above	2019	52%	47%	**30%**	23%	-	23%	-	-	*	-	*	5%	23%	21%
	2018	50%	43%	**29%**	18%	-	18%	-	-	-	-	-	21%	18%	18%
At Masters Grade Level	2019	26%	21%	**13%**	5%	-	5%	-	-	*	-	*	0%	5%	5%
	2018	24%	17%	**13%**	6%	-	6%	-	-	-	-	-	3%	6%	6%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**61%**	45%	-	45%	-	-	*	-	*	27%	46%	44%
	2018	80%	78%	**64%**	55%	-	55%	-	-	-	-	-	58%	55%	56%
At Meets Grade Level or Above	2019	54%	50%	**28%**	14%	-	14%	-	-	*	-	*	7%	14%	13%
	2018	51%	47%	**28%**	11%	-	11%	-	-	-	-	-	17%	11%	12%
At Masters Grade Level	2019	25%	19%	**8%**	4%	-	4%	-	-	*	-	*	0%	4%	4%
	2018	23%	18%	**11%**	1%	-	1%	-	-	-	-	-	8%	1%	1%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**55%**	55%	-	55%	-	-	*	-	*	52%	55%	55%
	2018	69%	68%	**60%**	60%	-	60%	-	-	-	-	-	53%	60%	59%
All Grades ELA/Reading	2019	68%	68%	**56%**	53%	-	53%	-	-	*	-	*	52%	53%	53%
	2018	69%	68%	**60%**	58%	-	58%	-	-	-	-	-	62%	58%	58%
All Grades Mathematics	2019	70%	70%	**54%**	57%	-	57%	-	-	*	-	*	52%	57%	56%
	2018	70%	69%	**60%**	61%	-	61%	-	-	-	-	-	45%	61%	59%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**31%**	37%	-	37%	-	-	*	-	*	17%	37%	35%
	2018	38%	36%	**32%**	36%	-	36%	-	-	-	-	-	26%	36%	34%
Mathematics	2019	45%	48%	**34%**	40%	-	40%	-	-	-	-	-	18%	40%	36%
	2018	47%	48%	**38%**	44%	-	44%	-	-	-	-	-	*	44%	40%

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

Total Students: 688
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	*	*	100%	100%	100%
Included in Accountability	94%	94%	**93%**	77%	95%	77%	-	-	*	*	95%	95%	93%
Not Included in Accountability													
Mobile	4%	3%	**5%**	23%	4%	23%	-	-	*	*	5%	4%	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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	96%	100%	100%	-	-	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**92%**	64%	94%	85%	-	-	*	67%	95%	93%	94%
Not Included in Accountability													
Mobile	4%	4%	**7%**	33%	5%	15%	-	-	*	33%	5%	7%	4%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	-	*	0%	0%	0%	1%
Not Tested	1%	1%	**0%**	4%	0%	0%	-	-	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	4%	0%	0%	-	-	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	0%	0%

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

Total Students: 688
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**94.7%**	90.3%	95.0%	91.5%	*	-	*	*	93.0%	94.8%	95.8%
2016-17	95.7%	94.6%	**95.4%**	90.7%	95.7%	92.4%	*	-	*	*	93.2%	95.5%	96.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 688
Grade Span: 05 - 06
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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Total Students: 688
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Other Postsecondary Indicators

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

Total Students: 688
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

Total Students: 688
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	688	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	367	53.3%	7.5%	7.7%
Grade 6	321	46.7%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	20	2.9%	7.2%	12.6%
Hispanic	648	94.2%	83.4%	52.6%
White	16	2.3%	5.6%	27.4%
American Indian	1	0.1%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	1	0.1%	0.1%	0.2%
Two or More Races	2	0.3%	0.6%	2.4%
Economically Disadvantaged	668	97.1%	86.3%	60.6%
Non-Educationally Disadvantaged	20	2.9%	13.7%	39.4%
Section 504 Students	74	10.8%	5.6%	6.5%
English Learners (EL)	246	35.8%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	67	9.7%	4.1%	3.6%
At-Risk	518	75.3%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	68			
By Type of Primary Disability				
Students with Intellectual Disabilities	47	69.1%	44.2%	42.4%
Students with Physical Disabilities	*	*	16.3%	21.9%
Students with Autism	9	13.2%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	124	15.8%	15.6%	15.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Student Information

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

Total Students: 688
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	23	2.9%		
Hispanic	91	11.6%		
White	9	1.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	0.1%	0.5%	0.0%	0.0%	0.6%
Grade 6	0.6%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	16.7	18.1	21.2
Grade 6	15.8	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

Total Students: 688
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	81.9	100.0%	100.0%	100.0%
Professional Staff:	68.2	83.3%	59.1%	64.1%
Teachers	53.3	65.1%	46.1%	49.8%
Professional Support	11.9	14.5%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	3.7%	2.4%	3.0%
Educational Aides:	13.6	16.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	2.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	44.2	54.1%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	6.3	11.8%	10.1%	10.6%
Hispanic	21.0	39.4%	35.2%	27.7%
White	25.0	46.9%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.9%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	9.0	16.9%	24.4%	23.8%
Females	44.3	83.1%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	43.3	81.2%	76.3%	73.6%
Masters	9.0	16.9%	21.8%	24.3%
Doctorate	1.0	1.9%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.0	9.4%	6.4%	7.0%
1-5 Years Experience	29.0	54.5%	35.0%	28.9%
6-10 Years Experience	7.0	13.1%	21.1%	19.0%
11-20 Years Experience	11.3	21.2%	26.5%	29.3%
Over 20 Years Experience	1.0	1.9%	10.9%	15.7%
Number of Students per Teacher	12.9	n/a	13.9	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

Total Students: 688
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.5	6.3
Average Years Experience of Principals with District	4.0	7.3	5.4
Average Years Experience of Assistant Principals	5.5	6.3	5.3
Average Years Experience of Assistant Principals with District	5.5	6.0	4.7
Average Years Experience of Teachers:	6.3	9.7	11.1
Average Years Experience of Teachers with District:	5.3	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,782	$51,929	$47,218
1-5 Years Experience	$54,931	$54,679	$50,408
6-10 Years Experience	$54,265	$56,719	$52,786
11-20 Years Experience	$54,805	$57,147	$56,041
Over 20 Years Experience	$72,699	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,761	$56,382	$54,122
Professional Support	$64,373	$70,595	$64,069
Campus Administration (School Leadership)	$89,699	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

Total Students: 688
Grade Span: 05 - 06
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	222	32.3%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	51	7.4%	5.3%	8.1%
Special Education	68	9.9%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	2.6	4.8%	1.9%	2.0%
Regular Education	39.8	74.6%	68.3%	71.4%
Special Education	11.0	20.6%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **LAURA WELCH BUSH EL**

Campus Number: **101917137**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

Total Students: 651
Grade Span: PK - 04
School Type: Elementary

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**86%**	77%	86%	88%	-	92%	-	-	67%	*	86%	85%	84%	90%
	2018	77%	78%	**87%**	75%	87%	100%	-	100%	*	*	38%	80%	87%	88%	87%	93%
At Meets Grade Level or Above	2019	45%	42%	**53%**	46%	52%	25%	-	83%	-	-	25%	*	52%	54%	49%	58%
	2018	43%	40%	**58%**	38%	58%	60%	-	80%	*	*	0%	80%	62%	29%	53%	58%
At Masters Grade Level	2019	27%	23%	**33%**	15%	31%	13%	-	75%	-	-	8%	*	31%	46%	29%	42%
	2018	25%	19%	**33%**	25%	32%	20%	-	53%	*	*	0%	0%	35%	18%	29%	25%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**88%**	77%	91%	75%	-	92%	-	-	58%	*	89%	85%	86%	88%
	2018	78%	78%	**89%**	75%	88%	100%	-	100%	*	*	50%	100%	90%	82%	86%	88%
At Meets Grade Level or Above	2019	49%	41%	**54%**	23%	55%	50%	-	83%	-	-	17%	*	54%	54%	47%	60%
	2018	47%	40%	**55%**	31%	55%	40%	-	87%	*	*	0%	20%	60%	18%	48%	56%
At Masters Grade Level	2019	25%	17%	**27%**	8%	26%	0%	-	67%	-	-	0%	*	27%	23%	19%	31%
	2018	23%	16%	**29%**	0%	28%	20%	-	60%	*	*	0%	20%	32%	6%	28%	35%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**88%**	64%	88%	*	-	100%	*	*	50%	100%	89%	83%	85%	91%
	2018	73%	71%	**85%**	81%	85%	83%	-	92%	-	-	50%	*	87%	72%	82%	96%
At Meets Grade Level or Above	2019	44%	41%	**55%**	36%	53%	*	-	80%	*	*	0%	20%	60%	33%	52%	56%
	2018	46%	41%	**57%**	63%	53%	50%	-	92%	-	-	38%	*	59%	50%	51%	62%
At Masters Grade Level	2019	22%	17%	**33%**	14%	30%	*	-	60%	*	*	0%	20%	40%	4%	29%	26%
	2018	24%	19%	**34%**	25%	33%	17%	-	58%	-	-	19%	*	34%	33%	25%	36%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**78%**	43%	79%	*	-	100%	*	*	25%	80%	82%	63%	78%	81%
	2018	78%	77%	**86%**	81%	84%	100%	-	100%	-	-	69%	*	86%	83%	83%	95%
At Meets Grade Level or Above	2019	48%	40%	**46%**	21%	44%	*	-	87%	*	*	0%	40%	52%	21%	44%	52%
	2018	49%	43%	**49%**	38%	46%	67%	-	83%	-	-	13%	*	52%	33%	51%	69%
At Masters Grade Level	2019	28%	18%	**25%**	14%	23%	*	-	47%	*	*	0%	20%	30%	4%	21%	20%
	2018	27%	20%	**25%**	25%	20%	50%	-	58%	-	-	0%	*	26%	22%	21%	35%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**81%**	64%	79%	*	-	100%	*	*	0%	80%	81%	79%	77%	80%
	2018	63%	62%	**76%**	81%	72%	100%	-	92%	-	-	56%	*	77%	72%	72%	84%
At Meets Grade Level or Above	2019	35%	30%	**50%**	36%	45%	*	-	87%	*	*	0%	20%	54%	29%	47%	46%
	2018	39%	36%	**56%**	63%	51%	83%	-	75%	-	-	25%	*	59%	39%	49%	67%
At Masters Grade Level	2019	11%	8%	**21%**	7%	21%	*	-	33%	*	*	0%	20%	25%	0%	21%	20%
	2018	11%	8%	**16%**	13%	13%	17%	-	50%	-	-	6%	*	16%	17%	12%	22%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**84%**	65%	84%	89%	-	97%	*	100%	44%	88%	85%	78%	82%	86%
	2018	77%	74%	**85%**	79%	83%	96%	-	97%	*	*	55%	92%	85%	80%	82%	91%
At Meets Grade Level or Above	2019	50%	45%	**52%**	32%	50%	46%	-	84%	*	83%	10%	24%	55%	35%	48%	54%
	2018	48%	42%	**55%**	46%	52%	61%	-	83%	*	*	19%	54%	58%	34%	50%	62%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

Total Students: 651
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**28%**	12%	26%	18%	-	55%	*	50%	2%	18%	31%	11%	24%	28%
	2018	22%	16%	**27%**	18%	25%	25%	-	56%	*	*	6%	15%	29%	19%	23%	30%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**87%**	70%	87%	92%	-	96%	*	*	60%	100%	87%	84%	85%	90%
	2018	74%	69%	**86%**	78%	86%	91%	-	96%	*	*	46%	83%	87%	80%	85%	95%
At Meets Grade Level or Above	2019	48%	42%	**54%**	41%	52%	42%	-	81%	*	*	15%	17%	56%	41%	51%	57%
	2018	46%	39%	**58%**	50%	55%	55%	-	85%	*	*	25%	83%	60%	40%	52%	60%
At Masters Grade Level	2019	21%	15%	**33%**	15%	30%	25%	-	67%	*	*	5%	17%	35%	19%	29%	33%
	2018	19%	14%	**33%**	25%	32%	18%	-	56%	*	*	13%	17%	34%	26%	27%	30%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**83%**	59%	85%	83%	-	96%	*	*	45%	83%	85%	70%	82%	84%
	2018	81%	80%	**87%**	78%	86%	100%	-	100%	*	*	63%	100%	88%	83%	85%	91%
At Meets Grade Level or Above	2019	52%	47%	**50%**	22%	49%	50%	-	85%	*	*	10%	33%	53%	32%	46%	56%
	2018	50%	43%	**52%**	34%	50%	55%	-	85%	*	*	8%	17%	56%	26%	49%	63%
At Masters Grade Level	2019	26%	21%	**26%**	11%	25%	8%	-	56%	*	*	0%	17%	29%	11%	20%	25%
	2018	24%	17%	**27%**	13%	24%	36%	-	59%	*	*	0%	17%	29%	14%	24%	35%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**81%**	64%	79%	*	-	100%	*	*	0%	80%	81%	79%	77%	80%
	2018	66%	62%	**76%**	81%	72%	100%	-	92%	-	-	56%	*	77%	72%	72%	84%
At Meets Grade Level or Above	2019	38%	32%	**50%**	36%	45%	*	-	87%	*	*	0%	20%	54%	29%	47%	46%
	2018	41%	35%	**56%**	63%	51%	83%	-	75%	-	-	25%	*	59%	39%	49%	67%
At Masters Grade Level	2019	14%	10%	**21%**	7%	21%	*	-	33%	*	*	0%	20%	25%	0%	21%	20%
	2018	13%	8%	**16%**	13%	13%	17%	-	50%	-	-	6%	*	16%	17%	12%	22%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

Total Students: 651
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**70**	62	69	*	-	77	*	*	71	*	71	66	66	68
	2018	63	61	**68**	68	65	58	-	92	-	-	69	*	68	69	64	60
Grade 4 Mathematics	2019	65	61	**58**	43	58	*	-	73	*	*	31	70	61	43	58	59
	2018	65	61	**61**	53	59	75	-	75	-	-	66	*	60	66	61	70
All Grades Both Subjects	2019	69	69	**63**	52	63	69	-	75	*	*	50	64	65	54	62	63
	2018	69	68	**64**	60	62	67	-	83	-	-	67	*	64	67	62	65
All Grades ELA/Reading	2019	68	68	**70**	62	69	*	-	77	*	*	71	*	71	66	66	68
	2018	69	68	**68**	68	65	58	-	92	-	-	69	*	68	69	64	60
All Grades Mathematics	2019	70	70	**58**	43	58	*	-	73	*	*	31	70	61	43	58	59
	2018	70	69	**61**	53	59	75	-	75	-	-	66	*	60	66	61	70

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

Total Students: 651
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**67%**	40%	75%	-	-	*	*	-	*	56%	*
	2018	38%	36%	*	*	*	*	-	*	-	-	*	*	*
Mathematics	2019	45%	48%	**9%**	*	14%	-	-	-	-	-	*	13%	*
	2018	47%	48%	**33%**	*	*	-	-	-	-	-	*	29%	*

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 651
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**84%**	85%	-	71%	99%	-	90%	-	90%	69%	86%	84%
	2018	77%	74%	**85%**	91%	-	86%	95%	-	92%	-	92%	86%	91%	90%
At Meets Grade Level or Above	2019	50%	45%	**52%**	51%	-	29%	72%	-	63%	-	63%	38%	53%	51%
	2018	48%	42%	**55%**	61%	-	46%	74%	-	64%	-	64%	43%	62%	58%
At Masters Grade Level	2019	24%	18%	**28%**	28%	-	14%	42%	-	33%	-	33%	10%	29%	27%
	2018	22%	16%	**27%**	32%	-	18%	43%	-	16%	-	16%	14%	30%	27%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**87%**	91%	-	82%	100%	-	92%	-	92%	70%	91%	89%
	2018	74%	69%	**86%**	93%	-	91%	95%	-	90%	-	90%	100%	93%	94%
At Meets Grade Level or Above	2019	48%	42%	**54%**	53%	-	32%	74%	-	62%	-	62%	40%	54%	53%
	2018	46%	39%	**58%**	61%	-	50%	69%	-	60%	-	60%	37%	60%	56%
At Masters Grade Level	2019	21%	15%	**33%**	32%	-	18%	47%	-	46%	-	46%	10%	35%	32%
	2018	19%	14%	**33%**	28%	-	16%	38%	-	20%	-	20%	16%	27%	25%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**83%**	84%	-	71%	97%	-	85%	-	85%	70%	84%	82%
	2018	81%	80%	**87%**	92%	-	88%	95%	-	100%	-	100%	79%	93%	90%
At Meets Grade Level or Above	2019	52%	47%	**50%**	51%	-	35%	68%	-	69%	-	69%	40%	54%	53%
	2018	50%	43%	**52%**	63%	-	44%	79%	-	70%	-	70%	37%	64%	59%
At Masters Grade Level	2019	26%	21%	**26%**	24%	-	18%	29%	-	31%	-	31%	10%	25%	23%
	2018	24%	17%	**27%**	39%	-	25%	51%	-	20%	-	20%	16%	37%	33%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**81%**	76%	-	50%	100%	-	*	-	*	67%	79%	77%
	2018	66%	62%	**76%**	83%	-	67%	94%	-	80%	-	80%	73%	82%	80%
At Meets Grade Level or Above	2019	38%	32%	**50%**	44%	-	6%	78%	-	*	-	*	33%	45%	43%
	2018	41%	35%	**56%**	59%	-	42%	71%	-	60%	-	60%	64%	59%	60%
At Masters Grade Level	2019	14%	10%	**21%**	29%	-	0%	56%	-	*	-	*	11%	26%	23%
	2018	13%	8%	**16%**	24%	-	8%	35%	-	0%	-	0%	9%	21%	18%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**63%**	64%	-	75%	58%	-	69%	-	69%	47%	64%	61%
	2018	69%	68%	**64%**	75%	-	79%	73%	-	80%	-	80%	39%	76%	67%
All Grades ELA/Reading	2019	68%	68%	**70%**	64%	-	*	59%	-	*	-	*	56%	66%	63%
	2018	69%	68%	**68%**	55%	-	40%	61%	-	100%	-	100%	31%	65%	56%
All Grades Mathematics	2019	70%	70%	**58%**	64%	-	72%	56%	-	*	-	*	39%	64%	59%
	2018	70%	69%	**61%**	88%	-	96%	82%	-	60%	-	60%	45%	84%	74%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**67%**	*	-	*	-	-	*	-	*	-	*	*
	2018	38%	36%	*	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2019	45%	48%	**9%**	*	-	*	-	-	-	-	-	*	*	*
	2018	47%	48%	**33%**	*	-	-	*	-	-	-	-	*	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

Total Students: 651
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	82%	97%	93%	-	97%	*	100%	84%	94%	99%
Not Included in Accountability													
Mobile	4%	3%	**5%**	18%	3%	7%	-	3%	*	0%	16%	6%	1%
Other Exclusions	1%	2%	**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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%
Included in Accountability	94%	94%	**96%**	93%	96%	100%	-	100%	*	*	89%	95%	99%
Not Included in Accountability													
Mobile	4%	4%	**4%**	7%	4%	0%	-	0%	*	*	11%	5%	1%
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%

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Total Students: 651
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**97.0%**	96.8%	96.9%	97.1%	-	98.1%	*	*	96.2%	96.9%	97.7%
2016-17	95.7%	94.6%	**97.1%**	97.4%	97.0%	96.7%	-	98.0%	*	*	96.7%	97.1%	97.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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Campus Number: 101917137

Total Students: 651
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 651
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

Total Students: 651
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Other Postsecondary Indicators

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

Total Students: 651
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	651	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	42	6.5%	4.3%	4.4%
Kindergarten	111	17.1%	6.4%	6.9%
Grade 1	115	17.7%	7.1%	7.1%
Grade 2	123	18.9%	7.0%	7.2%
Grade 3	126	19.4%	7.1%	7.3%
Grade 4	134	20.6%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	59	9.1%	7.2%	12.6%
Hispanic	479	73.6%	83.4%	52.6%
White	48	7.4%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	53	8.1%	3.0%	4.5%
Pacific Islander	5	0.8%	0.1%	0.2%
Two or More Races	7	1.1%	0.6%	2.4%
Economically Disadvantaged	462	71.0%	86.3%	60.6%
Non-Educationally Disadvantaged	189	29.0%	13.7%	39.4%
Section 504 Students	27	4.1%	5.6%	6.5%
English Learners (EL)	225	34.6%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	13	2.0%	4.1%	3.6%
At-Risk	407	62.5%	62.2%	50.1%
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%	44.2%	42.4%
Students with Physical Disabilities	21	42.0%	16.3%	21.9%
Students with Autism	5	10.0%	21.4%	13.7%
Students with Behavioral Disabilities	15	30.0%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	52	8.9%	15.6%	15.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Student Information

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

Total Students: 651
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	10	1.7%		
Hispanic	35	6.0%		
White	3	0.5%		
American Indian	0	0.0%		
Asian	3	0.5%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	12.9%	10.1%	3.1%	20.0%	12.3%	5.5%
Grade 2	8.2%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	2.4%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.7	17.5	18.9
Grade 1	16.8	17.7	18.8
Grade 2	17.7	17.0	18.7
Grade 3	17.8	16.9	18.9
Grade 4	20.7	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

Total Students: 651
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	66.6	100.0%	100.0%	100.0%
Professional Staff:	54.7	82.2%	59.1%	64.1%
Teachers	47.0	70.6%	46.1%	49.8%
Professional Support	5.7	8.5%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	3.0%	2.4%	3.0%
Educational Aides:	11.9	17.8%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	47.6	71.4%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.0	6.4%	10.1%	10.6%
Hispanic	25.0	53.2%	35.2%	27.7%
White	15.0	31.9%	50.5%	58.4%
American Indian	1.0	2.1%	0.2%	0.3%
Asian	2.0	4.3%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.1%	1.1%	1.1%
Males	5.0	10.6%	24.4%	23.8%
Females	42.0	89.4%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	36.0	76.6%	76.3%	73.6%
Masters	11.0	23.4%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.1%	6.4%	7.0%
1-5 Years Experience	12.0	25.5%	35.0%	28.9%
6-10 Years Experience	14.0	29.8%	21.1%	19.0%
11-20 Years Experience	14.0	29.8%	26.5%	29.3%
Over 20 Years Experience	6.0	12.8%	10.9%	15.7%
Number of Students per Teacher	13.8	n/a	13.9	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

Total Students: 651
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.5	6.3
Average Years Experience of Principals with District	2.0	7.3	5.4
Average Years Experience of Assistant Principals	8.0	6.3	5.3
Average Years Experience of Assistant Principals with District	8.0	6.0	4.7
Average Years Experience of Teachers:	10.8	9.7	11.1
Average Years Experience of Teachers with District:	8.5	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$40,352	$51,929	$47,218
1-5 Years Experience	$54,785	$54,679	$50,408
6-10 Years Experience	$57,018	$56,719	$52,786
11-20 Years Experience	$56,910	$57,147	$56,041
Over 20 Years Experience	$64,042	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,961	$56,382	$54,122
Professional Support	$61,627	$70,595	$64,069
Campus Administration (School Leadership)	$94,431	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

Total Students: 651
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	299	45.9%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	48	7.4%	5.3%	8.1%
Special Education	50	7.7%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	17.0	36.2%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	28.0	59.7%	68.3%	71.4%
Special Education	2.0	4.2%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH BELT EL**

Campus Number: **101917138**

2019 Accountability Rating: **B**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**88%**	91%	86%	93%	-	89%	-	*	55%	86%	87%	96%	89%	86%
	2018	77%	78%	**82%**	64%	82%	83%	-	100%	-	*	42%	*	85%	74%	79%	100%
At Meets Grade Level or Above	2019	45%	42%	**54%**	41%	54%	71%	-	67%	-	*	27%	57%	52%	65%	44%	50%
	2018	43%	40%	**55%**	36%	50%	58%	-	91%	-	*	42%	*	56%	53%	53%	70%
At Masters Grade Level	2019	27%	23%	**27%**	18%	28%	21%	-	44%	-	*	9%	29%	26%	30%	22%	21%
	2018	25%	19%	**26%**	27%	23%	25%	-	35%	-	*	8%	*	24%	32%	25%	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**85%**	82%	82%	100%	-	89%	-	*	45%	86%	82%	96%	82%	64%
	2018	78%	78%	**84%**	73%	84%	75%	-	100%	-	*	50%	*	88%	74%	83%	100%
At Meets Grade Level or Above	2019	49%	41%	**49%**	50%	38%	79%	-	78%	-	*	18%	29%	49%	48%	38%	50%
	2018	47%	40%	**50%**	32%	40%	75%	-	87%	-	*	42%	*	49%	53%	46%	57%
At Masters Grade Level	2019	25%	17%	**22%**	27%	17%	21%	-	44%	-	*	0%	14%	20%	30%	13%	43%
	2018	23%	16%	**23%**	18%	18%	17%	-	48%	-	*	8%	*	26%	15%	22%	35%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**78%**	61%	80%	80%	-	91%	-	*	29%	*	82%	72%	72%	88%
	2018	73%	71%	**81%**	73%	81%	87%	-	89%	-	*	60%	*	81%	82%	77%	90%
At Meets Grade Level or Above	2019	44%	41%	**51%**	39%	47%	60%	-	74%	-	*	24%	*	54%	44%	46%	67%
	2018	46%	41%	**59%**	45%	57%	73%	-	67%	-	*	40%	*	55%	66%	56%	67%
At Masters Grade Level	2019	22%	17%	**28%**	22%	29%	50%	-	30%	-	*	0%	*	28%	30%	27%	29%
	2018	24%	19%	**33%**	23%	32%	40%	-	44%	-	*	7%	*	34%	32%	25%	43%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**83%**	78%	80%	80%	-	96%	-	*	29%	*	86%	77%	79%	92%
	2018	78%	77%	**89%**	82%	89%	93%	-	94%	-	*	60%	*	92%	84%	85%	100%
At Meets Grade Level or Above	2019	48%	40%	**53%**	39%	47%	70%	-	87%	-	*	18%	*	53%	53%	48%	54%
	2018	49%	43%	**66%**	41%	65%	80%	-	83%	-	*	47%	*	67%	63%	59%	76%
At Masters Grade Level	2019	28%	18%	**32%**	26%	26%	30%	-	65%	-	*	0%	*	30%	37%	28%	38%
	2018	27%	20%	**36%**	14%	32%	40%	-	67%	-	*	7%	*	33%	42%	30%	48%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**72%**	74%	67%	70%	-	83%	-	*	24%	*	70%	74%	67%	75%
	2018	63%	62%	**79%**	64%	76%	93%	-	89%	-	*	60%	*	81%	74%	75%	95%
At Meets Grade Level or Above	2019	35%	30%	**42%**	35%	37%	30%	-	65%	-	*	24%	*	45%	35%	34%	46%
	2018	39%	36%	**54%**	41%	49%	73%	-	67%	-	*	47%	*	57%	47%	44%	52%
At Masters Grade Level	2019	11%	8%	**18%**	13%	19%	20%	-	22%	-	*	0%	*	21%	12%	17%	21%
	2018	11%	8%	**7%**	0%	8%	7%	-	11%	-	*	7%	*	7%	5%	3%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**81%**	77%	79%	86%	-	90%	-	88%	34%	78%	81%	80%	77%	82%
	2018	77%	74%	**83%**	71%	82%	87%	-	95%	-	82%	55%	25%	85%	77%	80%	97%
At Meets Grade Level or Above	2019	50%	45%	**50%**	41%	45%	64%	-	75%	-	31%	22%	48%	51%	47%	42%	54%
	2018	48%	42%	**57%**	39%	52%	72%	-	80%	-	53%	43%	13%	57%	57%	52%	64%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

Total Students: 607
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**26%**	21%	24%	28%	-	40%	-	13%	1%	30%	25%	27%	22%	30%
	2018	22%	16%	**25%**	16%	22%	26%	-	41%	-	24%	7%	13%	25%	25%	21%	30%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**83%**	76%	83%	88%	-	91%	-	83%	39%	80%	84%	80%	79%	87%
	2018	74%	69%	**82%**	68%	82%	85%	-	95%	-	71%	52%	*	83%	78%	78%	95%
At Meets Grade Level or Above	2019	48%	42%	**52%**	40%	50%	67%	-	72%	-	33%	25%	50%	53%	52%	45%	61%
	2018	46%	39%	**57%**	41%	54%	67%	-	80%	-	43%	41%	*	56%	60%	54%	68%
At Masters Grade Level	2019	21%	15%	**28%**	20%	28%	33%	-	34%	-	17%	4%	30%	27%	30%	25%	26%
	2018	19%	14%	**30%**	25%	27%	33%	-	39%	-	29%	7%	*	28%	32%	25%	30%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**84%**	80%	81%	92%	-	94%	-	100%	36%	80%	84%	83%	80%	82%
	2018	81%	80%	**86%**	77%	86%	85%	-	98%	-	86%	56%	*	90%	79%	84%	100%
At Meets Grade Level or Above	2019	52%	47%	**51%**	44%	43%	75%	-	84%	-	17%	18%	40%	51%	52%	44%	53%
	2018	50%	43%	**58%**	36%	53%	78%	-	85%	-	57%	44%	*	58%	58%	52%	66%
At Masters Grade Level	2019	26%	21%	**28%**	27%	21%	25%	-	59%	-	17%	0%	30%	25%	35%	22%	39%
	2018	24%	17%	**29%**	16%	25%	30%	-	56%	-	29%	7%	*	29%	29%	26%	41%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**72%**	74%	67%	70%	-	83%	-	*	24%	*	70%	74%	67%	75%
	2018	66%	62%	**79%**	64%	76%	93%	-	89%	-	*	60%	*	81%	74%	75%	95%
At Meets Grade Level or Above	2019	38%	32%	**42%**	35%	37%	30%	-	65%	-	*	24%	*	45%	35%	34%	46%
	2018	41%	35%	**54%**	41%	49%	73%	-	67%	-	*	47%	*	57%	47%	44%	52%
At Masters Grade Level	2019	14%	10%	**18%**	13%	19%	20%	-	22%	-	*	0%	*	21%	12%	17%	21%
	2018	13%	8%	**7%**	0%	8%	7%	-	11%	-	*	7%	*	7%	5%	3%	10%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

Total Students: 607
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**66**	59	67	85	-	66	-	*	37	*	67	64	62	70
	2018	63	61	**67**	66	68	60	-	63	-	*	73	*	65	70	66	61
Grade 4 Mathematics	2019	65	61	**77**	67	78	65	-	95	-	*	67	*	77	77	74	80
	2018	65	61	**72**	50	72	87	-	88	-	*	85	*	73	72	65	78
All Grades Both Subjects	2019	69	69	**72**	63	72	75	-	81	-	50	52	67	72	71	68	75
	2018	69	68	**70**	58	70	73	-	75	-	100	79	*	69	71	66	69
All Grades ELA/Reading	2019	68	68	**66**	59	67	85	-	66	-	*	37	*	67	64	62	70
	2018	69	68	**67**	66	68	60	-	63	-	*	73	*	65	70	66	61
All Grades Mathematics	2019	70	70	**77**	67	78	65	-	95	-	*	67	*	77	77	74	80
	2018	70	69	**72**	50	72	87	-	88	-	*	85	*	73	72	65	78

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

Total Students: 607
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**27%**	13%	38%	*	-	*	-	*	0%	20%	*
	2018	38%	36%	*	*	*	-	-	-	-	*	*	*	-
Mathematics	2019	45%	48%	**22%**	29%	17%	*	-	*	-	*	0%	17%	*
	2018	47%	48%	*	*	*	*	-	-	-	-	*	*	-

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 607
Grade Span: EE - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**81%**	-	-	-	-	-	33%	-	33%	84%	33%	80%
	2018	77%	74%	**83%**	-	-	-	-	-	-	-	-	96%	-	96%
At Meets Grade Level or Above	2019	50%	45%	**50%**	-	-	-	-	-	17%	-	17%	54%	17%	51%
	2018	48%	42%	**57%**	-	-	-	-	-	-	-	-	57%	-	57%
At Masters Grade Level	2019	24%	18%	**26%**	-	-	-	-	-	0%	-	0%	25%	0%	23%
	2018	22%	16%	**25%**	-	-	-	-	-	-	-	-	22%	-	22%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**83%**	-	-	-	-	-	*	-	*	92%	*	89%
	2018	74%	69%	**82%**	-	-	-	-	-	-	-	-	93%	-	93%
At Meets Grade Level or Above	2019	48%	42%	**52%**	-	-	-	-	-	*	-	*	60%	*	56%
	2018	46%	39%	**57%**	-	-	-	-	-	-	-	-	60%	-	60%
At Masters Grade Level	2019	21%	15%	**28%**	-	-	-	-	-	*	-	*	20%	*	19%
	2018	19%	14%	**30%**	-	-	-	-	-	-	-	-	23%	-	23%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**84%**	-	-	-	-	-	*	-	*	80%	*	78%
	2018	81%	80%	**86%**	-	-	-	-	-	-	-	-	100%	-	100%
At Meets Grade Level or Above	2019	52%	47%	**51%**	-	-	-	-	-	*	-	*	52%	*	52%
	2018	50%	43%	**58%**	-	-	-	-	-	-	-	-	63%	-	63%
At Masters Grade Level	2019	26%	21%	**28%**	-	-	-	-	-	*	-	*	40%	*	37%
	2018	24%	17%	**29%**	-	-	-	-	-	-	-	-	30%	-	30%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**72%**	-	-	-	-	-	*	-	*	77%	*	67%
	2018	66%	62%	**79%**	-	-	-	-	-	-	-	-	93%	-	93%
At Meets Grade Level or Above	2019	38%	32%	**42%**	-	-	-	-	-	*	-	*	46%	*	40%
	2018	41%	35%	**54%**	-	-	-	-	-	-	-	-	36%	-	36%
At Masters Grade Level	2019	14%	10%	**18%**	-	-	-	-	-	*	-	*	8%	*	7%
	2018	13%	8%	**7%**	-	-	-	-	-	-	-	-	0%	-	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**72%**	-	-	-	-	-	*	-	*	73%	*	71%
	2018	69%	68%	**70%**	-	-	-	-	-	-	-	-	64%	-	64%
All Grades ELA/Reading	2019	68%	68%	**66%**	-	-	-	-	-	*	-	*	69%	*	64%
	2018	69%	68%	**67%**	-	-	-	-	-	-	-	-	54%	-	54%
All Grades Mathematics	2019	70%	70%	**77%**	-	-	-	-	-	*	-	*	77%	*	79%
	2018	70%	69%	**72%**	-	-	-	-	-	-	-	-	73%	-	73%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**27%**	-	-	-	-	-	*	-	*	*	*	*
	2018	38%	36%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2019	45%	48%	**22%**	-	-	-	-	-	*	-	*	-	*	*
	2018	47%	48%	*	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

Total Students: 607
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	85%	96%	100%	-	92%	-	89%	88%	96%	87%
Not Included in Accountability													
Mobile	4%	3%	**6%**	15%	4%	0%	-	5%	-	11%	12%	3%	9%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	3%	-	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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	89%	97%	93%	-	100%	-	100%	97%	94%	96%
Not Included in Accountability													
Mobile	4%	4%	**5%**	11%	3%	7%	-	0%	-	0%	3%	6%	4%
Other Exclusions	1%	2%	**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: SOUTH BELT EL
Campus Number: 101917138

Total Students: 607
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.2%**	95.9%	96.5%	94.2%	-	97.5%	*	95.3%	94.6%	95.9%	97.1%
2016-17	95.7%	94.6%	**96.4%**	96.7%	96.4%	94.6%	-	97.8%	-	94.9%	95.0%	96.5%	97.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

Total Students: 607
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 607
Grade Span: EE - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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Total Students: 607
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

Total Students: 607
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

Total Students: 607
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	607	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	2	0.3%	0.3%	0.3%
Pre-Kindergarten	22	3.6%	4.3%	4.4%
Kindergarten	99	16.3%	6.4%	6.9%
Grade 1	114	18.8%	7.1%	7.1%
Grade 2	121	19.9%	7.0%	7.2%
Grade 3	116	19.1%	7.1%	7.3%
Grade 4	133	21.9%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	102	16.8%	7.2%	12.6%
Hispanic	340	56.0%	83.4%	52.6%
White	68	11.2%	5.6%	27.4%
American Indian	1	0.2%	0.1%	0.4%
Asian	79	13.0%	3.0%	4.5%
Pacific Islander	4	0.7%	0.1%	0.2%
Two or More Races	13	2.1%	0.6%	2.4%
Economically Disadvantaged	370	61.0%	86.3%	60.6%
Non-Educationally Disadvantaged	237	39.0%	13.7%	39.4%
Section 504 Students	32	5.3%	5.6%	6.5%
English Learners (EL)	69	11.4%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	12	2.0%	4.1%	3.6%
At-Risk	351	57.8%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	75			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	44.2%	42.4%
Students with Physical Disabilities	39	52.0%	16.3%	21.9%
Students with Autism	25	33.3%	21.4%	13.7%
Students with Behavioral Disabilities	*	*	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	65	12.6%	15.6%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	18	3.5%		
Hispanic	27	5.2%		
White	12	2.3%		
American Indian	0	0.0%		
Asian	7	1.4%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	1.1%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	7.8%	10.1%	3.1%	10.0%	12.3%	5.5%
Grade 2	2.1%	6.5%	1.8%	7.1%	4.1%	2.3%
Grade 3	3.6%	2.7%	1.1%	5.9%	0.8%	0.9%
Grade 4	0.9%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.4	17.5	18.9
Grade 1	18.3	17.7	18.8
Grade 2	19.5	17.0	18.7
Grade 3	18.3	16.9	18.9
Grade 4	21.2	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

Total Students: 607
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	69.3	100.0%	100.0%	100.0%
Professional Staff:	54.8	79.1%	59.1%	64.1%
Teachers	44.9	64.9%	46.1%	49.8%
Professional Support	7.9	11.4%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	2.9%	2.4%	3.0%
Educational Aides:	14.5	20.9%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	26.0	37.5%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	2.0	4.5%	10.1%	10.6%
Hispanic	7.0	15.6%	35.2%	27.7%
White	31.9	71.0%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	3.0	6.7%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.2%	1.1%	1.1%
Males	2.0	4.5%	24.4%	23.8%
Females	42.9	95.5%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	32.1	71.4%	76.3%	73.6%
Masters	12.9	28.6%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.1	7.0%	6.4%	7.0%
1-5 Years Experience	11.0	24.6%	35.0%	28.9%
6-10 Years Experience	16.0	35.6%	21.1%	19.0%
11-20 Years Experience	12.0	26.7%	26.5%	29.3%
Over 20 Years Experience	2.7	6.1%	10.9%	15.7%
Number of Students per Teacher	13.5	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

Total Students: 607
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	20.0	7.5	6.3
Average Years Experience of Principals with District	20.0	7.3	5.4
Average Years Experience of Assistant Principals	3.0	6.3	5.3
Average Years Experience of Assistant Principals with District	3.0	6.0	4.7
Average Years Experience of Teachers:	8.9	9.7	11.1
Average Years Experience of Teachers with District:	7.5	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,940	$51,929	$47,218
1-5 Years Experience	$54,947	$54,679	$50,408
6-10 Years Experience	$57,171	$56,719	$52,786
11-20 Years Experience	$57,852	$57,147	$56,041
Over 20 Years Experience	$64,900	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,912	$56,382	$54,122
Professional Support	$61,859	$70,595	$64,069
Campus Administration (School Leadership)	$97,381	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

Total Students: 607
Grade Span: EE - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	19	3.1%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	36	5.9%	5.3%	8.1%
Special Education	75	12.4%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	37.8	84.1%	68.3%	71.4%
Special Education	7.2	15.9%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **CARTER LOMAX MIDDLE**

Campus Number: **101917139**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**91%**	57%	91%	94%	*	85%	-	*	69%	100%	91%	87%	89%	88%
	2018	84%	79%	**89%**	*	86%	98%	*	100%	-	100%	71%	60%	89%	90%	87%	86%
At Meets Grade Level or Above	2019	54%	47%	**60%**	43%	60%	63%	*	69%	-	*	46%	71%	62%	53%	55%	51%
	2018	54%	45%	**57%**	*	52%	73%	*	75%	-	86%	19%	20%	58%	52%	52%	51%
At Masters Grade Level	2019	29%	21%	**31%**	29%	29%	37%	*	38%	-	*	8%	71%	32%	28%	25%	26%
	2018	26%	18%	**29%**	*	25%	44%	*	50%	-	43%	10%	0%	29%	27%	24%	25%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	**90%**	57%	91%	89%	*	100%	-	*	67%	100%	91%	88%	89%	90%
	2018	91%	88%	**94%**	*	93%	100%	*	100%	-	100%	64%	80%	93%	97%	93%	94%
At Meets Grade Level or Above	2019	58%	48%	**64%**	43%	62%	72%	*	77%	-	*	44%	100%	63%	67%	57%	58%
	2018	58%	48%	**58%**	*	54%	65%	*	100%	-	71%	32%	80%	61%	47%	53%	60%
At Masters Grade Level	2019	36%	25%	**36%**	29%	35%	35%	*	62%	-	*	21%	57%	36%	37%	31%	35%
	2018	30%	20%	**24%**	*	20%	31%	*	58%	-	43%	0%	20%	26%	15%	22%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	73%	**89%**	71%	90%	88%	*	92%	-	*	68%	100%	89%	90%	87%	86%
	2018	76%	75%	**87%**	*	85%	96%	*	100%	-	100%	55%	80%	88%	85%	85%	89%
At Meets Grade Level or Above	2019	49%	44%	**73%**	57%	71%	81%	*	92%	-	*	50%	100%	73%	75%	67%	62%
	2018	41%	35%	**51%**	*	47%	58%	*	92%	-	86%	14%	40%	51%	53%	50%	51%
At Masters Grade Level	2019	24%	19%	**42%**	29%	39%	46%	*	69%	-	*	18%	71%	42%	37%	35%	34%
	2018	17%	11%	**18%**	*	14%	29%	*	33%	-	43%	9%	20%	17%	19%	18%	15%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	66%	**77%**	80%	74%	83%	*	100%	-	100%	55%	83%	79%	69%	75%	69%
	2018	69%	65%	**77%**	57%	75%	87%	-	100%	-	*	44%	*	79%	70%	74%	72%
At Meets Grade Level or Above	2019	37%	31%	**41%**	60%	35%	55%	*	75%	-	50%	30%	67%	44%	28%	35%	34%
	2018	39%	31%	**43%**	14%	39%	59%	-	79%	-	*	12%	*	44%	38%	36%	35%
At Masters Grade Level	2019	18%	12%	**16%**	20%	13%	28%	*	25%	-	33%	15%	33%	17%	13%	12%	12%
	2018	19%	14%	**21%**	14%	17%	38%	-	37%	-	*	4%	*	22%	17%	16%	16%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	73%	**82%**	*	81%	88%	-	*	-	*	58%	100%	81%	86%	79%	83%
	2018	77%	68%	**79%**	100%	79%	75%	-	100%	-	*	60%	*	80%	78%	81%	77%
At Meets Grade Level or Above	2019	47%	26%	**36%**	*	34%	38%	-	*	-	*	16%	60%	36%	36%	35%	31%
	2018	44%	22%	**34%**	33%	33%	33%	-	80%	-	*	12%	*	36%	28%	35%	36%
At Masters Grade Level	2019	21%	6%	**8%**	*	6%	13%	-	*	-	*	5%	0%	8%	6%	9%	9%
	2018	18%	4%	**4%**	0%	4%	4%	-	40%	-	*	0%	*	3%	9%	3%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**97%**	*	96%	100%	*	100%	-	*	*	*	97%	100%	97%	95%
	2018	72%	71%	**100%**	*	100%	100%	-	100%	-	-	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	43%	38%	**84%**	*	85%	78%	*	89%	-	*	*	*	83%	93%	78%	83%
	2018	40%	33%	**90%**	*	89%	93%	-	86%	-	-	*	-	90%	87%	90%	86%
At Masters Grade Level	2019	17%	9%	**33%**	*	28%	39%	*	67%	-	*	*	*	31%	43%	31%	28%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	18%	11%	**51%**	*	39%	60%	-	86%	-	-	*	-	51%	53%	52%	46%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**87%**	71%	86%	90%	100%	95%	-	100%	65%	97%	88%	84%	85%	84%
	2018	77%	74%	**86%**	77%	84%	94%	*	100%	-	96%	59%	76%	87%	85%	85%	84%
At Meets Grade Level or Above	2019	50%	45%	**58%**	58%	56%	66%	100%	78%	-	73%	41%	79%	60%	53%	52%	51%
	2018	48%	42%	**52%**	42%	47%	63%	*	85%	-	74%	18%	41%	53%	47%	47%	49%
At Masters Grade Level	2019	24%	18%	**28%**	26%	26%	35%	20%	51%	-	40%	14%	48%	29%	25%	24%	25%
	2018	22%	16%	**22%**	12%	17%	34%	*	51%	-	39%	4%	12%	22%	20%	19%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**84%**	67%	83%	89%	*	92%	-	100%	64%	92%	85%	77%	82%	79%
	2018	74%	69%	**83%**	64%	81%	93%	*	100%	-	88%	57%	67%	84%	80%	80%	79%
At Meets Grade Level or Above	2019	48%	42%	**51%**	50%	48%	59%	*	72%	-	57%	41%	69%	53%	39%	45%	43%
	2018	46%	39%	**50%**	27%	45%	67%	*	77%	-	75%	15%	17%	51%	45%	44%	42%
At Masters Grade Level	2019	21%	15%	**24%**	25%	21%	33%	*	32%	-	43%	10%	54%	25%	20%	19%	19%
	2018	19%	14%	**25%**	9%	21%	41%	*	42%	-	38%	7%	0%	25%	22%	20%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**89%**	75%	88%	91%	*	100%	-	100%	64%	100%	89%	89%	87%	89%
	2018	81%	80%	**89%**	91%	88%	93%	*	100%	-	100%	63%	83%	89%	90%	89%	88%
At Meets Grade Level or Above	2019	52%	47%	**59%**	67%	56%	65%	*	76%	-	86%	36%	77%	59%	57%	52%	54%
	2018	50%	43%	**53%**	55%	50%	61%	*	90%	-	63%	23%	67%	56%	45%	50%	54%
At Masters Grade Level	2019	26%	21%	**26%**	25%	24%	31%	*	60%	-	29%	15%	31%	27%	24%	24%	26%
	2018	24%	17%	**20%**	18%	16%	29%	*	68%	-	38%	0%	17%	21%	17%	18%	20%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**89%**	71%	90%	88%	*	92%	-	*	68%	100%	89%	90%	87%	86%
	2018	80%	78%	**87%**	*	85%	96%	*	100%	-	100%	55%	80%	88%	85%	85%	89%
At Meets Grade Level or Above	2019	54%	50%	**73%**	57%	71%	81%	*	92%	-	*	50%	100%	73%	75%	67%	62%
	2018	51%	47%	**51%**	*	47%	58%	*	92%	-	86%	14%	40%	51%	53%	50%	51%
At Masters Grade Level	2019	25%	19%	**42%**	29%	39%	46%	*	69%	-	*	18%	71%	42%	37%	35%	34%
	2018	23%	18%	**18%**	*	14%	29%	*	33%	-	43%	9%	20%	17%	19%	18%	15%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	78	**82**	64	81	90	*	77	-	*	60	100	82	79	82	81
	2018	80	76	**82**	*	82	83	*	88	-	71	95	*	81	87	84	85
Grade 5 Mathematics	2019	83	76	**86**	64	87	82	*	88	-	*	69	71	86	86	85	86
	2018	81	74	**78**	*	78	76	*	88	-	86	84	100	80	72	78	79
Grade 6 ELA/Reading	2019	42	42	**45**	60	42	54	*	54	-	50	48	75	46	38	40	40
	2018	47	48	**52**	29	52	55	-	58	-	*	34	*	54	47	50	53
Grade 6 Mathematics	2019	54	50	**63**	*	63	61	-	*	-	*	55	60	64	59	63	58
	2018	56	56	**64**	67	62	75	-	70	-	*	60	*	65	59	63	58
Grade 7 Mathematics	2019	63	57	**55**	*	52	61	*	78	-	*	*	*	52	71	48	45
	2018	67	65	**64**	*	54	80	-	86	-	-	*	-	65	61	64	57
All Grades Both Subjects	2019	69	69	**68**	69	67	73	*	72	-	57	61	75	69	65	67	65
	2018	69	68	**69**	61	68	74	*	77	-	75	66	77	70	66	68	67
All Grades ELA/Reading	2019	68	68	**63**	63	61	74	*	66	-	57	56	88	65	56	61	61
	2018	69	68	**67**	50	66	71	*	69	-	63	62	60	67	67	66	66
All Grades Mathematics	2019	70	70	**73**	75	73	72	*	78	-	57	65	62	73	73	72	70
	2018	70	69	**71**	73	69	76	*	84	-	88	70	92	72	66	70	68

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**50%**	*	48%	79%	-	*	-	-	42%	49%	47%
	2018	38%	36%	**43%**	*	42%	71%	-	-	-	*	41%	44%	36%
Mathematics	2019	45%	48%	**43%**	*	45%	40%	-	-	-	-	16%	41%	39%
	2018	47%	48%	**58%**	-	56%	*	-	-	-	*	42%	56%	45%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	73%	**84%**	43%	85%	85%	*	77%	-	*	57%	81%	66%
Students Requiring Accelerated Instruction	2019	22%	27%	**16%**	57%	15%	15%	*	23%	-	*	43%	19%	34%
STAAR Cumulative Met Standard	2019	86%	83%	**91%**	57%	91%	94%	*	85%	-	*	63%	89%	82%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	*	-	*	-	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	79%	**87%**	57%	87%	87%	*	100%	-	*	60%	85%	77%
Students Requiring Accelerated Instruction	2019	17%	21%	**13%**	43%	13%	13%	*	0%	-	*	40%	15%	23%
STAAR Cumulative Met Standard	2019	90%	87%	**90%**	57%	91%	88%	*	100%	-	*	60%	89%	85%

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 680
Grade Span: 05 - 06
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**87%**	77%	-	77%	-	-	89%	-	89%	72%	78%	76%
	2018	77%	74%	**86%**	73%	-	73%	-	-	-	-	-	76%	73%	73%
At Meets Grade Level or Above	2019	50%	45%	**58%**	36%	-	36%	-	-	56%	-	56%	44%	37%	38%
	2018	48%	42%	**52%**	35%	-	35%	-	-	-	-	-	37%	35%	36%
At Masters Grade Level	2019	24%	18%	**28%**	16%	-	16%	-	-	22%	-	22%	19%	17%	17%
	2018	22%	16%	**22%**	9%	-	9%	-	-	-	-	-	6%	9%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**84%**	72%	-	72%	-	-	*	-	*	54%	72%	68%
	2018	74%	69%	**83%**	60%	-	60%	-	-	-	-	-	74%	60%	63%
At Meets Grade Level or Above	2019	48%	42%	**51%**	24%	-	24%	-	-	*	-	*	31%	24%	26%
	2018	46%	39%	**50%**	21%	-	21%	-	-	-	-	-	35%	21%	24%
At Masters Grade Level	2019	21%	15%	**24%**	11%	-	11%	-	-	*	-	*	12%	12%	12%
	2018	19%	14%	**25%**	5%	-	5%	-	-	-	-	-	13%	5%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**89%**	84%	-	84%	-	-	*	-	*	81%	84%	83%
	2018	81%	80%	**89%**	78%	-	78%	-	-	-	-	-	83%	78%	79%
At Meets Grade Level or Above	2019	52%	47%	**59%**	43%	-	43%	-	-	*	-	*	42%	43%	43%
	2018	50%	43%	**53%**	43%	-	43%	-	-	-	-	-	39%	43%	42%
At Masters Grade Level	2019	26%	21%	**26%**	18%	-	18%	-	-	*	-	*	23%	17%	19%
	2018	24%	17%	**20%**	11%	-	11%	-	-	-	-	-	4%	11%	10%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**89%**	75%	-	75%	-	-	*	-	*	92%	76%	79%
	2018	80%	78%	**87%**	89%	-	89%	-	-	-	-	-	69%	89%	83%
At Meets Grade Level or Above	2019	54%	50%	**73%**	43%	-	43%	-	-	*	-	*	75%	46%	52%
	2018	51%	47%	**51%**	50%	-	50%	-	-	-	-	-	38%	50%	46%
At Masters Grade Level	2019	25%	19%	**42%**	22%	-	22%	-	-	*	-	*	25%	22%	23%
	2018	23%	18%	**18%**	16%	-	16%	-	-	-	-	-	0%	16%	11%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**68%**	72%	-	72%	-	-	92%	-	92%	59%	72%	69%
	2018	69%	68%	**69%**	60%	-	60%	-	-	-	-	-	80%	60%	65%
All Grades ELA/Reading	2019	68%	68%	**63%**	73%	-	73%	-	-	*	-	*	50%	74%	68%
	2018	69%	68%	**67%**	60%	-	60%	-	-	-	-	-	77%	60%	64%
All Grades Mathematics	2019	70%	70%	**73%**	71%	-	71%	-	-	*	-	*	67%	71%	70%
	2018	70%	69%	**71%**	61%	-	61%	-	-	-	-	-	82%	61%	65%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**50%**	50%	-	50%	-	-	*	-	*	29%	50%	47%
	2018	38%	36%	**43%**	26%	-	26%	-	-	-	-	-	70%	26%	36%
Mathematics	2019	45%	48%	**43%**	33%	-	33%	-	-	-	-	-	50%	33%	39%
	2018	47%	48%	**58%**	38%	-	38%	-	-	-	-	-	*	38%	45%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	99%	100%	100%	-	100%	99%	100%	100%
Included in Accountability	94%	94%	**96%**	78%	97%	93%	100%	95%	-	100%	95%	96%	95%
Not Included in Accountability													
Mobile	4%	3%	**4%**	23%	3%	5%	0%	5%	-	0%	4%	3%	4%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	0%	-	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	0%	0%	-	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	70%	96%	97%	*	97%	-	100%	91%	96%	90%
Not Included in Accountability													
Mobile	4%	4%	**4%**	30%	4%	3%	*	0%	-	0%	9%	4%	9%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	*	3%	-	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%

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.1%**	95.9%	96.1%	95.5%	*	98.3%	*	96.3%	95.7%	95.9%	96.5%
2016-17	95.7%	94.6%	**96.5%**	95.1%	96.5%	95.9%	*	98.9%	-	*	95.6%	96.5%	96.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 680
Grade Span: 05 - 06
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Other Postsecondary Indicators

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	680	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	340	50.0%	7.5%	7.7%
Grade 6	340	50.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	11	1.6%	7.2%	12.6%
Hispanic	526	77.4%	83.4%	52.6%
White	107	15.7%	5.6%	27.4%
American Indian	2	0.3%	0.1%	0.4%
Asian	25	3.7%	3.0%	4.5%
Pacific Islander	1	0.1%	0.1%	0.2%
Two or More Races	8	1.2%	0.6%	2.4%
Economically Disadvantaged	468	68.8%	86.3%	60.6%
Non-Educationally Disadvantaged	212	31.2%	13.7%	39.4%
Section 504 Students	60	8.8%	5.6%	6.5%
English Learners (EL)	115	16.9%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	2	0.3%	1.3%	1.4%
Students w/ Dyslexia	44	6.5%	4.1%	3.6%
At-Risk	307	45.1%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	63			
By Type of Primary Disability				
Students with Intellectual Disabilities	24	38.1%	44.2%	42.4%
Students with Physical Disabilities	8	12.7%	16.3%	21.9%
Students with Autism	12	19.0%	21.4%	13.7%
Students with Behavioral Disabilities	19	30.2%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	60	8.6%	15.6%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	7	1.0%		
Hispanic	44	6.3%		
White	7	1.0%		
American Indian	0	0.0%		
Asian	1	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	0.1%	0.5%	0.0%	0.0%	0.6%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	20.7	18.1	21.2
Grade 6	21.3	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	68.5	100.0%	100.0%	100.0%
Professional Staff:	56.8	82.9%	59.1%	64.1%
Teachers	45.9	67.0%	46.1%	49.8%
Professional Support	7.9	11.5%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	4.4%	2.4%	3.0%
Educational Aides:	11.7	17.1%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	2.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	28.6	41.7%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	2.2%	10.1%	10.6%
Hispanic	14.8	32.2%	35.2%	27.7%
White	29.1	63.4%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.2%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	9.8	21.3%	24.4%	23.8%
Females	36.1	78.7%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	36.8	80.1%	76.3%	73.6%
Masters	9.1	19.9%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.0	13.1%	6.4%	7.0%
1-5 Years Experience	19.8	43.1%	35.0%	28.9%
6-10 Years Experience	10.0	21.8%	21.1%	19.0%
11-20 Years Experience	4.1	9.0%	26.5%	29.3%
Over 20 Years Experience	6.0	13.1%	10.9%	15.7%
Number of Students per Teacher	14.8	n/a	13.9	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.5	6.3
Average Years Experience of Principals with District	12.0	7.3	5.4
Average Years Experience of Assistant Principals	9.5	6.3	5.3
Average Years Experience of Assistant Principals with District	6.5	6.0	4.7
Average Years Experience of Teachers:	8.0	9.7	11.1
Average Years Experience of Teachers with District:	6.9	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,540	$51,929	$47,218
1-5 Years Experience	$53,587	$54,679	$50,408
6-10 Years Experience	$55,372	$56,719	$52,786
11-20 Years Experience	$54,420	$57,147	$56,041
Over 20 Years Experience	$65,463	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,596	$56,382	$54,122
Professional Support	$65,319	$70,595	$64,069
Campus Administration (School Leadership)	$91,619	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

Total Students: 680
Grade Span: 05 - 06
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	87	12.8%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	61	9.0%	5.3%	8.1%
Special Education	63	9.3%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	2.4	5.3%	1.9%	2.0%
Regular Education	36.8	80.2%	68.3%	71.4%
Special Education	6.7	14.5%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MELILLO MIDDLE**

Campus Number: **101917140**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

Total Students: 717
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**90%**	83%	90%	93%	*	93%	-	100%	47%	*	91%	89%	89%	90%
	2018	84%	79%	**90%**	75%	92%	86%	-	97%	*	86%	67%	100%	90%	88%	87%	96%
At Meets Grade Level or Above	2019	54%	47%	**67%**	44%	64%	83%	*	84%	-	86%	21%	*	70%	58%	59%	64%
	2018	54%	45%	**59%**	43%	59%	68%	-	84%	*	29%	31%	67%	64%	48%	55%	62%
At Masters Grade Level	2019	29%	21%	**34%**	28%	30%	45%	*	44%	-	71%	7%	*	35%	30%	28%	30%
	2018	26%	18%	**24%**	14%	24%	25%	-	32%	*	14%	0%	17%	26%	18%	18%	27%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	**93%**	86%	93%	97%	*	98%	-	100%	60%	*	93%	94%	91%	90%
	2018	91%	88%	**94%**	78%	96%	93%	-	100%	*	100%	73%	100%	95%	92%	92%	98%
At Meets Grade Level or Above	2019	58%	48%	**64%**	53%	61%	72%	*	86%	-	86%	28%	*	68%	56%	61%	67%
	2018	58%	48%	**60%**	41%	60%	57%	-	86%	*	63%	27%	50%	64%	49%	55%	66%
At Masters Grade Level	2019	36%	25%	**36%**	14%	32%	52%	*	58%	-	57%	5%	*	38%	29%	34%	40%
	2018	30%	20%	**27%**	12%	24%	32%	-	62%	*	13%	2%	0%	30%	19%	24%	35%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	73%	**82%**	67%	82%	90%	*	91%	-	100%	33%	*	83%	80%	79%	81%
	2018	76%	75%	**79%**	65%	79%	82%	-	95%	*	63%	50%	100%	80%	74%	76%	87%
At Meets Grade Level or Above	2019	49%	44%	**55%**	36%	52%	76%	*	72%	-	86%	21%	*	58%	48%	50%	56%
	2018	41%	35%	**42%**	24%	38%	54%	-	78%	*	38%	13%	0%	46%	30%	37%	46%
At Masters Grade Level	2019	24%	19%	**23%**	3%	18%	45%	*	40%	-	57%	7%	*	25%	16%	21%	25%
	2018	17%	11%	**13%**	4%	12%	14%	-	35%	*	13%	2%	0%	16%	5%	11%	16%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	66%	**76%**	72%	75%	81%	-	87%	*	78%	34%	75%	77%	73%	74%	73%
	2018	69%	65%	**78%**	77%	75%	80%	-	88%	*	100%	57%	50%	80%	72%	73%	75%
At Meets Grade Level or Above	2019	37%	31%	**38%**	32%	33%	50%	-	68%	*	44%	2%	25%	42%	29%	34%	35%
	2018	39%	31%	**46%**	38%	42%	44%	-	71%	*	40%	23%	0%	47%	41%	40%	47%
At Masters Grade Level	2019	18%	12%	**17%**	21%	15%	19%	-	26%	*	0%	0%	13%	18%	15%	12%	17%
	2018	19%	14%	**22%**	17%	18%	32%	-	36%	*	20%	10%	0%	24%	14%	15%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	73%	**82%**	70%	83%	83%	-	100%	-	100%	51%	100%	82%	83%	81%	81%
	2018	77%	68%	**81%**	85%	79%	76%	-	95%	*	*	57%	100%	80%	85%	80%	80%
At Meets Grade Level or Above	2019	47%	26%	**43%**	28%	42%	50%	-	82%	-	50%	15%	57%	41%	48%	42%	47%
	2018	44%	22%	**34%**	32%	30%	41%	-	67%	*	*	30%	50%	30%	44%	30%	39%
At Masters Grade Level	2019	21%	6%	**14%**	6%	11%	22%	-	65%	-	25%	4%	0%	13%	18%	13%	18%
	2018	18%	4%	**10%**	5%	7%	12%	-	38%	*	*	13%	0%	8%	14%	9%	17%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**100%**	100%	100%	100%	-	100%	*	*	-	*	100%	100%	100%	100%
	2018	72%	71%	**100%**	100%	100%	100%	-	100%	-	*	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	43%	38%	**86%**	83%	82%	75%	-	95%	*	*	-	*	84%	100%	80%	88%
	2018	40%	33%	**82%**	73%	81%	70%	-	95%	-	*	*	-	83%	80%	83%	92%
At Masters Grade Level	2019	17%	9%	**38%**	50%	28%	50%	-	48%	*	*	-	*	36%	56%	30%	38%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

Total Students: 717
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	18%	11%	**48%**	55%	40%	30%	-	68%	-	*	*	-	47%	80%	46%	42%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**85%**	76%	85%	90%	83%	94%	*	95%	45%	91%	86%	84%	83%	84%
	2018	77%	74%	**85%**	77%	85%	85%	-	95%	100%	88%	61%	90%	86%	83%	83%	88%
At Meets Grade Level or Above	2019	50%	45%	**55%**	39%	51%	68%	17%	80%	*	69%	17%	59%	57%	49%	50%	56%
	2018	48%	42%	**51%**	37%	48%	55%	-	80%	80%	42%	25%	33%	54%	43%	46%	55%
At Masters Grade Level	2019	24%	18%	**25%**	15%	21%	39%	0%	45%	*	41%	4%	18%	26%	22%	21%	27%
	2018	22%	16%	**21%**	12%	19%	24%	-	44%	60%	18%	5%	3%	23%	15%	17%	23%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**83%**	76%	82%	87%	*	90%	*	88%	40%	80%	84%	81%	81%	81%
	2018	74%	69%	**84%**	76%	84%	83%	-	92%	*	92%	63%	75%	85%	81%	81%	85%
At Meets Grade Level or Above	2019	48%	42%	**52%**	37%	48%	67%	*	77%	*	63%	11%	40%	55%	43%	45%	50%
	2018	46%	39%	**53%**	41%	51%	57%	-	77%	*	33%	28%	33%	55%	45%	48%	55%
At Masters Grade Level	2019	21%	15%	**25%**	24%	22%	33%	*	36%	*	31%	3%	20%	26%	23%	19%	24%
	2018	19%	14%	**23%**	16%	21%	28%	-	34%	*	17%	4%	8%	25%	16%	16%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**89%**	79%	89%	93%	*	99%	*	100%	56%	100%	89%	90%	87%	88%
	2018	81%	80%	**90%**	83%	90%	89%	-	99%	*	100%	67%	100%	91%	89%	88%	91%
At Meets Grade Level or Above	2019	52%	47%	**58%**	42%	54%	65%	*	88%	*	69%	21%	70%	59%	54%	54%	62%
	2018	50%	43%	**54%**	41%	51%	55%	-	84%	*	54%	29%	50%	55%	48%	48%	59%
At Masters Grade Level	2019	26%	21%	**27%**	12%	22%	42%	*	57%	*	44%	4%	10%	28%	25%	24%	32%
	2018	24%	17%	**24%**	14%	19%	25%	-	58%	*	23%	8%	0%	25%	19%	20%	29%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**82%**	67%	82%	90%	*	91%	-	100%	33%	*	83%	80%	79%	81%
	2018	80%	78%	**79%**	65%	79%	82%	-	95%	*	63%	50%	100%	80%	74%	76%	87%
At Meets Grade Level or Above	2019	54%	50%	**55%**	36%	52%	76%	*	72%	-	86%	21%	*	58%	48%	50%	56%
	2018	51%	47%	**42%**	24%	38%	54%	-	78%	*	38%	13%	0%	46%	30%	37%	46%
At Masters Grade Level	2019	25%	19%	**23%**	3%	18%	45%	*	40%	-	57%	7%	*	25%	16%	21%	25%
	2018	23%	18%	**13%**	4%	12%	14%	-	35%	*	13%	2%	0%	16%	5%	11%	16%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

Total Students: 717
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	78	**83**	75	81	79	*	94	-	100	71	*	83	81	80	86
	2018	80	76	**78**	84	78	70	-	82	*	50	85	75	77	83	77	85
Grade 5 Mathematics	2019	83	76	**79**	72	80	80	*	84	-	80	73	*	80	79	81	83
	2018	81	74	**73**	68	74	78	-	76	*	63	74	42	75	69	74	78
Grade 6 ELA/Reading	2019	42	42	**42**	48	39	40	-	50	*	50	29	31	43	40	40	41
	2018	47	48	**45**	39	43	36	-	66	*	20	42	17	45	44	40	45
Grade 6 Mathematics	2019	54	50	**57**	52	56	58	-	81	-	71	49	71	55	64	57	55
	2018	56	56	**56**	61	54	56	-	55	*	*	55	83	53	62	56	59
Grade 7 Mathematics	2019	63	57	**47**	58	40	63	-	52	*	*	-	*	46	56	39	48
	2018	67	65	**59**	64	53	50	-	70	-	*	*	-	58	80	56	56
All Grades Both Subjects	2019	69	69	**64**	60	62	66	*	74	*	73	55	58	63	65	62	66
	2018	69	68	**63**	63	63	60	-	71	*	48	67	54	62	66	62	66
All Grades ELA/Reading	2019	68	68	**61**	59	59	61	*	74	*	69	49	45	62	60	58	63
	2018	69	68	**62**	61	61	54	-	73	*	38	68	46	60	66	59	64
All Grades Mathematics	2019	70	70	**67**	61	65	71	*	75	*	77	61	70	65	71	66	68
	2018	70	69	**65**	65	64	66	-	69	*	58	66	63	64	67	65	68

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

Total Students: 717
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**44%**	19%	49%	*	*	55%	-	*	15%	42%	53%
	2018	38%	36%	**44%**	24%	53%	*	-	*	-	*	33%	39%	65%
Mathematics	2019	45%	48%	**51%**	32%	54%	60%	*	*	-	*	31%	51%	50%
	2018	47%	48%	**64%**	56%	70%	*	-	*	-	*	35%	60%	64%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	73%	**83%**	69%	83%	90%	*	90%	-	100%	29%	80%	58%
Students Requiring Accelerated Instruction	2019	22%	27%	**17%**	31%	17%	10%	50%	10%	-	0%	71%	20%	42%
STAAR Cumulative Met Standard	2019	86%	83%	**90%**	81%	90%	93%	*	95%	-	100%	45%	89%	73%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	79%	**87%**	72%	88%	90%	*	95%	-	86%	41%	84%	71%
Students Requiring Accelerated Instruction	2019	17%	21%	**13%**	28%	12%	10%	0%	5%	-	14%	59%	16%	29%
STAAR Cumulative Met Standard	2019	90%	87%	**93%**	86%	92%	96%	*	98%	-	100%	58%	91%	76%

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 717
Grade Span: 05 - 06
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**85%**	64%	-	64%	-	-	80%	-	80%	66%	69%	67%
	2018	77%	74%	**85%**	79%	-	79%	-	-	40%	-	40%	85%	77%	80%
At Meets Grade Level or Above	2019	50%	45%	**55%**	13%	-	13%	-	-	64%	-	64%	33%	28%	31%
	2018	48%	42%	**51%**	32%	-	32%	-	-	0%	-	0%	22%	30%	27%
At Masters Grade Level	2019	24%	18%	**25%**	0%	-	0%	-	-	32%	-	32%	10%	9%	10%
	2018	22%	16%	**21%**	12%	-	12%	-	-	0%	-	0%	3%	12%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**83%**	65%	-	65%	-	-	78%	-	78%	58%	69%	63%
	2018	74%	69%	**84%**	81%	-	81%	-	-	*	-	*	76%	79%	78%
At Meets Grade Level or Above	2019	48%	42%	**52%**	13%	-	13%	-	-	56%	-	56%	24%	25%	25%
	2018	46%	39%	**53%**	32%	-	32%	-	-	*	-	*	16%	30%	24%
At Masters Grade Level	2019	21%	15%	**25%**	0%	-	0%	-	-	11%	-	11%	15%	3%	9%
	2018	19%	14%	**23%**	13%	-	13%	-	-	*	-	*	0%	12%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**89%**	78%	-	78%	-	-	89%	-	89%	73%	81%	77%
	2018	81%	80%	**90%**	87%	-	87%	-	-	*	-	*	92%	85%	88%
At Meets Grade Level or Above	2019	52%	47%	**58%**	22%	-	22%	-	-	78%	-	78%	45%	38%	42%
	2018	50%	43%	**54%**	42%	-	42%	-	-	*	-	*	36%	39%	38%
At Masters Grade Level	2019	26%	21%	**27%**	0%	-	0%	-	-	67%	-	67%	9%	19%	14%
	2018	24%	17%	**24%**	16%	-	16%	-	-	*	-	*	8%	15%	12%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**82%**	40%	-	40%	-	-	71%	-	71%	67%	50%	58%
	2018	80%	78%	**79%**	63%	-	63%	-	-	*	-	*	88%	60%	73%
At Meets Grade Level or Above	2019	54%	50%	**55%**	0%	-	0%	-	-	57%	-	57%	29%	18%	23%
	2018	51%	47%	**42%**	16%	-	16%	-	-	*	-	*	12%	15%	14%
At Masters Grade Level	2019	25%	19%	**23%**	0%	-	0%	-	-	14%	-	14%	5%	5%	5%
	2018	23%	18%	**13%**	5%	-	5%	-	-	*	-	*	0%	5%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**64%**	68%	-	68%	-	-	94%	-	94%	72%	76%	74%
	2018	69%	68%	**63%**	79%	-	79%	-	-	*	-	*	71%	79%	75%
All Grades ELA/Reading	2019	68%	68%	**61%**	69%	-	69%	-	-	89%	-	89%	65%	75%	70%
	2018	69%	68%	**62%**	80%	-	80%	-	-	*	-	*	68%	82%	75%
All Grades Mathematics	2019	70%	70%	**67%**	67%	-	67%	-	-	100%	-	100%	79%	77%	78%
	2018	70%	69%	**65%**	77%	-	77%	-	-	*	-	*	74%	76%	75%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**44%**	67%	-	67%	-	-	67%	-	67%	36%	67%	53%
	2018	38%	36%	**44%**	64%	-	64%	-	-	*	-	*	70%	62%	65%
Mathematics	2019	45%	48%	**51%**	*	-	*	-	-	*	-	*	40%	67%	50%
	2018	47%	48%	**64%**	63%	-	63%	-	-	*	-	*	*	56%	64%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

Total Students: 717
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	99%
Included in Accountability	94%	94%	**95%**	91%	95%	95%	100%	100%	*	100%	95%	96%	87%
Not Included in Accountability													
Mobile	4%	3%	**4%**	7%	4%	5%	0%	0%	*	0%	5%	4%	8%
Other Exclusions	1%	2%	**1%**	1%	1%	0%	0%	0%	*	0%	0%	0%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	1%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	99%	100%	100%	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	91%	97%	94%	-	96%	100%	100%	96%	94%	88%
Not Included in Accountability													
Mobile	4%	4%	**4%**	8%	3%	6%	-	1%	0%	0%	3%	5%	9%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	2%	0%	0%	0%	0%	3%
Not Tested	1%	1%	**0%**	1%	0%	0%	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

Total Students: 717
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.6%**	96.4%	96.4%	95.7%	*	98.6%	*	95.9%	95.7%	96.6%	96.8%
2016-17	95.7%	94.6%	**97.0%**	96.6%	96.9%	96.3%	-	98.6%	*	97.3%	95.5%	96.8%	97.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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Campus Number: 101917140

Total Students: 717
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 717
Grade Span: 05 - 06
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

Total Students: 717
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	717	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	334	46.6%	7.5%	7.7%
Grade 6	383	53.4%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	92	12.8%	7.2%	12.6%
Hispanic	464	64.7%	83.4%	52.6%
White	61	8.5%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	80	11.2%	3.0%	4.5%
Pacific Islander	1	0.1%	0.1%	0.2%
Two or More Races	19	2.6%	0.6%	2.4%
Economically Disadvantaged	536	74.8%	86.3%	60.6%
Non-Educationally Disadvantaged	181	25.2%	13.7%	39.4%
Section 504 Students	60	8.4%	5.6%	6.5%
English Learners (EL)	74	10.3%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	5	0.7%	1.3%	1.4%
Students w/ Dyslexia	46	6.4%	4.1%	3.6%
At-Risk	342	47.7%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	93			
By Type of Primary Disability				
Students with Intellectual Disabilities	34	36.6%	44.2%	42.4%
Students with Physical Disabilities	14	15.1%	16.3%	21.9%
Students with Autism	26	28.0%	21.4%	13.7%
Students with Behavioral Disabilities	19	20.4%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	61	8.2%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

Total Students: 717
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	15	2.0%		
Hispanic	31	4.1%		
White	8	1.1%		
American Indian	1	0.1%		
Asian	2	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	4	0.5%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	0.1%	0.5%	0.0%	0.0%	0.6%
Grade 6	0.6%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	18.7	18.1	21.2
Grade 6	22.7	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

Total Students: 717
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	78.6	100.0%	100.0%	100.0%
Professional Staff:	66.6	84.7%	59.1%	64.1%
Teachers	56.0	71.3%	46.1%	49.8%
Professional Support	7.6	9.6%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	3.8%	2.4%	3.0%
Educational Aides:	12.0	15.3%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	2.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	34.4	43.8%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	7.0	12.5%	10.1%	10.6%
Hispanic	15.0	26.8%	35.2%	27.7%
White	33.0	58.9%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.8%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	7.0	12.5%	24.4%	23.8%
Females	49.0	87.5%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	46.0	82.1%	76.3%	73.6%
Masters	10.0	17.9%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.0	8.9%	6.4%	7.0%
1-5 Years Experience	24.0	42.9%	35.0%	28.9%
6-10 Years Experience	11.0	19.6%	21.1%	19.0%
11-20 Years Experience	11.0	19.6%	26.5%	29.3%
Over 20 Years Experience	5.0	8.9%	10.9%	15.7%
Number of Students per Teacher	12.8	n/a	13.9	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

Total Students: 717
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	7.5	6.3
Average Years Experience of Principals with District	11.0	7.3	5.4
Average Years Experience of Assistant Principals	7.5	6.3	5.3
Average Years Experience of Assistant Principals with District	7.5	6.0	4.7
Average Years Experience of Teachers:	7.9	9.7	11.1
Average Years Experience of Teachers with District:	6.7	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,220	$51,929	$47,218
1-5 Years Experience	$54,654	$54,679	$50,408
6-10 Years Experience	$57,391	$56,719	$52,786
11-20 Years Experience	$58,233	$57,147	$56,041
Over 20 Years Experience	$60,843	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,319	$56,382	$54,122
Professional Support	$61,611	$70,595	$64,069
Campus Administration (School Leadership)	$90,739	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

Total Students: 717
Grade Span: 05 - 06
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	41	5.7%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	74	10.3%	5.3%	8.1%
Special Education	93	13.0%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.6	1.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	4.5	8.0%	1.9%	2.0%
Regular Education	47.5	84.8%	68.3%	71.4%
Special Education	3.5	6.3%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **EARNESTEEN MILSTEAD MIDDLE**

Campus Number: **101917141**

2019 Accountability Rating: **B**

Distinction Designations:

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**86%**	83%	86%	91%	*	*	-	*	83%	*	87%	84%	86%	85%
	2018	84%	79%	**73%**	53%	74%	89%	-	*	-	-	48%	78%	75%	68%	72%	78%
At Meets Grade Level or Above	2019	54%	47%	**49%**	53%	48%	55%	*	*	-	*	40%	*	51%	41%	46%	41%
	2018	54%	45%	**41%**	26%	41%	50%	-	*	-	-	27%	33%	43%	34%	39%	44%
At Masters Grade Level	2019	29%	21%	**20%**	30%	18%	36%	*	*	-	*	5%	*	22%	12%	17%	15%
	2018	26%	18%	**17%**	11%	16%	28%	-	*	-	-	5%	11%	19%	8%	16%	20%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	**86%**	87%	86%	100%	*	*	-	*	75%	*	87%	81%	86%	84%
	2018	91%	88%	**89%**	74%	90%	83%	-	*	-	-	75%	89%	91%	79%	87%	89%
At Meets Grade Level or Above	2019	58%	48%	**49%**	40%	50%	73%	*	*	-	*	58%	*	52%	40%	48%	45%
	2018	58%	48%	**54%**	42%	54%	56%	-	*	-	-	50%	67%	57%	41%	52%	54%
At Masters Grade Level	2019	36%	25%	**26%**	27%	24%	55%	*	*	-	*	15%	*	27%	19%	24%	22%
	2018	30%	20%	**25%**	16%	25%	39%	-	*	-	-	20%	33%	27%	15%	23%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	73%	**71%**	73%	71%	91%	*	*	-	*	63%	*	73%	65%	69%	64%
	2018	76%	75%	**76%**	58%	77%	72%	-	*	-	*	64%	89%	77%	73%	74%	80%
At Meets Grade Level or Above	2019	49%	44%	**41%**	40%	40%	73%	*	*	-	*	45%	*	43%	33%	38%	34%
	2018	41%	35%	**40%**	16%	41%	44%	-	*	-	*	39%	44%	43%	25%	39%	43%
At Masters Grade Level	2019	24%	19%	**14%**	17%	13%	36%	*	*	-	*	8%	*	15%	13%	12%	12%
	2018	17%	11%	**12%**	5%	12%	6%	-	*	-	*	9%	11%	14%	4%	12%	15%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	66%	**63%**	57%	63%	71%	-	*	-	*	46%	60%	65%	57%	61%	60%
	2018	69%	65%	**66%**	48%	67%	82%	-	*	-	*	27%	*	70%	54%	64%	61%
At Meets Grade Level or Above	2019	37%	31%	**29%**	35%	27%	41%	-	*	-	*	23%	20%	32%	18%	27%	26%
	2018	39%	31%	**34%**	19%	34%	73%	-	*	-	*	16%	*	37%	22%	31%	29%
At Masters Grade Level	2019	18%	12%	**11%**	13%	10%	24%	-	*	-	*	4%	0%	13%	2%	10%	11%
	2018	19%	14%	**15%**	11%	15%	27%	-	*	-	*	4%	*	17%	8%	13%	12%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	73%	**74%**	50%	76%	73%	-	*	-	*	65%	100%	77%	65%	74%	77%
	2018	77%	68%	**70%**	58%	72%	80%	-	*	-	*	52%	*	72%	67%	71%	72%
At Meets Grade Level or Above	2019	47%	26%	**33%**	11%	33%	45%	-	*	-	*	37%	20%	36%	24%	32%	38%
	2018	44%	22%	**27%**	8%	28%	80%	-	*	-	*	24%	*	30%	18%	28%	28%
At Masters Grade Level	2019	21%	6%	**7%**	6%	7%	0%	-	*	-	*	6%	0%	8%	4%	7%	8%
	2018	18%	4%	**7%**	0%	8%	20%	-	*	-	*	6%	*	8%	6%	8%	9%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**99%**	100%	99%	100%	-	*	-	-	*	-	100%	92%	99%	100%
	2018	72%	71%	**99%**	*	99%	100%	-	-	-	*	*	-	100%	92%	99%	98%
At Meets Grade Level or Above	2019	43%	38%	**72%**	100%	72%	50%	-	*	-	-	*	-	73%	69%	76%	71%
	2018	40%	33%	**77%**	*	76%	83%	-	-	-	*	*	-	78%	69%	75%	87%
At Masters Grade Level	2019	17%	9%	**26%**	0%	27%	17%	-	*	-	-	*	-	27%	15%	28%	26%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	18%	11%	**33%**	*	29%	50%	-	-	-	*	*	-	33%	31%	31%	38%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**77%**	74%	77%	85%	*	57%	-	100%	65%	77%	79%	71%	76%	75%
	2018	77%	74%	**77%**	59%	78%	83%	-	75%	-	60%	53%	77%	79%	69%	75%	78%
At Meets Grade Level or Above	2019	50%	45%	**42%**	40%	42%	55%	*	57%	-	38%	40%	27%	45%	33%	40%	38%
	2018	48%	42%	**42%**	23%	43%	58%	-	75%	-	40%	31%	40%	45%	29%	40%	43%
At Masters Grade Level	2019	24%	18%	**17%**	19%	16%	28%	*	29%	-	38%	7%	14%	18%	10%	15%	15%
	2018	22%	16%	**17%**	11%	16%	26%	-	75%	-	40%	9%	14%	19%	9%	16%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**75%**	72%	75%	79%	*	*	-	*	62%	67%	76%	70%	73%	72%
	2018	74%	69%	**70%**	50%	71%	86%	-	*	-	*	37%	62%	72%	60%	68%	70%
At Meets Grade Level or Above	2019	48%	42%	**39%**	45%	38%	46%	*	*	-	*	30%	22%	41%	30%	36%	33%
	2018	46%	39%	**38%**	22%	38%	59%	-	*	-	*	21%	23%	40%	28%	35%	37%
At Masters Grade Level	2019	21%	15%	**15%**	23%	14%	29%	*	*	-	*	4%	0%	18%	7%	13%	13%
	2018	19%	14%	**16%**	11%	16%	28%	-	*	-	*	4%	8%	18%	8%	15%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**83%**	75%	84%	89%	*	*	-	*	70%	100%	85%	75%	83%	84%
	2018	81%	80%	**84%**	67%	85%	86%	-	*	-	*	63%	85%	86%	75%	83%	85%
At Meets Grade Level or Above	2019	52%	47%	**46%**	36%	47%	57%	*	*	-	*	47%	33%	49%	35%	45%	46%
	2018	50%	43%	**48%**	28%	48%	66%	-	*	-	*	37%	54%	52%	33%	46%	50%
At Masters Grade Level	2019	26%	21%	**19%**	17%	18%	25%	*	*	-	*	10%	22%	20%	12%	18%	17%
	2018	24%	17%	**20%**	13%	19%	38%	-	*	-	*	14%	23%	22%	13%	19%	22%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**71%**	73%	71%	91%	*	*	-	*	63%	*	73%	65%	69%	64%
	2018	80%	78%	**76%**	58%	77%	72%	-	*	-	*	64%	89%	77%	73%	74%	80%
At Meets Grade Level or Above	2019	54%	50%	**41%**	40%	40%	73%	*	*	-	*	45%	*	43%	33%	38%	34%
	2018	51%	47%	**40%**	16%	41%	44%	-	*	-	*	39%	44%	43%	25%	39%	43%
At Masters Grade Level	2019	25%	19%	**14%**	17%	13%	36%	*	*	-	*	8%	*	15%	13%	12%	12%
	2018	23%	18%	**12%**	5%	12%	6%	-	*	-	*	9%	11%	14%	4%	12%	15%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	78	**80**	67	81	82	*	*	-	*	81	*	80	78	80	80
	2018	80	76	**74**	53	75	79	-	*	-	-	82	94	75	71	74	78
Grade 5 Mathematics	2019	83	76	**77**	78	77	91	*	*	-	*	90	*	78	77	77	71
	2018	81	74	**84**	89	84	83	-	*	-	-	88	100	82	92	84	80
Grade 6 ELA/Reading	2019	42	42	**45**	55	43	50	-	*	-	*	53	50	45	46	44	41
	2018	47	48	**56**	31	58	68	-	*	-	*	37	*	59	44	54	51
Grade 6 Mathematics	2019	54	50	**55**	34	56	59	-	*	-	*	56	40	56	55	55	60
	2018	56	56	**65**	46	68	70	-	*	-	*	62	*	67	60	66	72
Grade 7 Mathematics	2019	63	57	**44**	30	46	25	-	*	-	-	*	-	45	38	47	48
	2018	67	65	**56**	*	53	67	-	-	-	*	*	-	57	46	54	66
All Grades Both Subjects	2019	69	69	**63**	61	63	63	*	67	-	75	68	50	63	63	63	61
	2018	69	68	**69**	53	70	76	-	67	-	*	66	94	70	65	69	71
All Grades ELA/Reading	2019	68	68	**62**	62	61	63	*	*	-	*	66	56	62	62	61	57
	2018	69	68	**65**	40	66	75	-	*	-	*	58	88	67	57	64	65
All Grades Mathematics	2019	70	70	**65**	60	65	64	*	*	-	*	71	44	65	64	65	64
	2018	70	69	**74**	66	74	78	-	*	-	*	74	100	74	74	74	76

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**39%**	29%	40%	*	*	*	-	-	42%	40%	36%
	2018	38%	36%	**32%**	*	31%	60%	-	*	-	*	29%	31%	32%
Mathematics	2019	45%	48%	**45%**	54%	44%	*	*	*	-	-	49%	47%	41%
	2018	47%	48%	**52%**	*	55%	*	-	-	-	-	51%	52%	51%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	73%	**74%**	73%	74%	80%	*	*	-	*	61%	73%	61%
Students Requiring Accelerated Instruction	2019	22%	27%	**26%**	27%	26%	20%	*	*	-	*	39%	27%	39%
STAAR Cumulative Met Standard	2019	86%	83%	**86%**	83%	86%	91%	*	*	-	*	77%	86%	77%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	*	-	*	-	-	-	-	-	*	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	79%	**78%**	77%	78%	100%	*	*	-	*	58%	78%	64%
Students Requiring Accelerated Instruction	2019	17%	21%	**22%**	23%	22%	0%	*	*	-	*	42%	22%	36%
STAAR Cumulative Met Standard	2019	90%	87%	**85%**	87%	85%	100%	*	*	-	*	68%	85%	76%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	*	-	*	-	-	-	-	-	*	*	*

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 828
Grade Span: 05 - 06
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**77%**	65%	-	59%	88%	-	*	-	*	47%	65%	63%
	2018	77%	74%	**77%**	72%	-	66%	92%	-	*	*	-	48%	72%	69%
At Meets Grade Level or Above	2019	50%	45%	**42%**	27%	-	21%	50%	-	*	-	*	15%	27%	26%
	2018	48%	42%	**42%**	30%	-	23%	56%	-	*	*	-	20%	31%	29%
At Masters Grade Level	2019	24%	18%	**17%**	7%	-	4%	18%	-	*	-	*	6%	7%	7%
	2018	22%	16%	**17%**	10%	-	8%	17%	-	*	*	-	7%	10%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**75%**	60%	-	54%	85%	-	*	-	*	41%	60%	58%
	2018	74%	69%	**70%**	62%	-	56%	87%	-	*	*	-	34%	62%	59%
At Meets Grade Level or Above	2019	48%	42%	**39%**	20%	-	16%	35%	-	*	-	*	3%	20%	18%
	2018	46%	39%	**38%**	22%	-	17%	43%	-	*	*	-	9%	23%	21%
At Masters Grade Level	2019	21%	15%	**15%**	5%	-	3%	15%	-	*	-	*	3%	5%	5%
	2018	19%	14%	**16%**	6%	-	5%	11%	-	*	*	-	3%	6%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**83%**	76%	-	71%	96%	-	*	-	*	59%	76%	74%
	2018	81%	80%	**84%**	80%	-	75%	98%	-	*	*	-	61%	80%	78%
At Meets Grade Level or Above	2019	52%	47%	**46%**	35%	-	29%	60%	-	*	-	*	24%	35%	34%
	2018	50%	43%	**48%**	38%	-	29%	74%	-	*	*	-	27%	39%	37%
At Masters Grade Level	2019	26%	21%	**19%**	9%	-	6%	19%	-	*	-	*	10%	9%	9%
	2018	24%	17%	**20%**	15%	-	11%	30%	-	*	*	-	12%	15%	15%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**71%**	54%	-	47%	79%	-	*	-	*	30%	54%	52%
	2018	80%	78%	**76%**	74%	-	69%	89%	-	-	-	-	50%	74%	71%
At Meets Grade Level or Above	2019	54%	50%	**41%**	24%	-	15%	59%	-	*	-	*	20%	24%	24%
	2018	51%	47%	**40%**	30%	-	24%	50%	-	-	-	-	28%	30%	30%
At Masters Grade Level	2019	25%	19%	**14%**	8%	-	4%	24%	-	*	-	*	0%	8%	8%
	2018	23%	18%	**12%**	8%	-	8%	8%	-	-	-	-	6%	8%	8%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**63%**	63%	-	63%	65%	-	*	-	*	47%	63%	61%
	2018	69%	68%	**69%**	72%	-	72%	74%	-	*	*	-	67%	72%	72%
All Grades ELA/Reading	2019	68%	68%	**62%**	59%	-	59%	65%	-	*	-	*	50%	59%	58%
	2018	69%	68%	**65%**	64%	-	66%	43%	-	*	*	-	64%	64%	64%
All Grades Mathematics	2019	70%	70%	**65%**	67%	-	67%	66%	-	*	-	*	45%	66%	64%
	2018	70%	69%	**74%**	79%	-	78%	83%	-	*	*	-	70%	79%	78%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**39%**	38%	-	38%	*	-	-	-	-	24%	38%	36%
	2018	38%	36%	**32%**	35%	-	35%	*	-	-	-	-	23%	35%	32%
Mathematics	2019	45%	48%	**45%**	40%	-	40%	-	-	-	-	-	45%	40%	41%
	2018	47%	48%	**52%**	49%	-	49%	-	-	-	-	-	56%	49%	51%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**92%**	89%	92%	91%	*	58%	-	100%	89%	93%	90%
Not Included in Accountability													
Mobile	4%	3%	**7%**	11%	6%	9%	*	42%	-	0%	6%	5%	8%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	*	0%	-	0%	6%	2%	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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**92%**	84%	93%	87%	-	100%	-	100%	88%	92%	90%
Not Included in Accountability													
Mobile	4%	4%	**6%**	16%	5%	13%	-	0%	-	0%	6%	6%	7%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	-	0%	-	0%	6%	2%	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: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.8%**	94.1%	96.1%	92.8%	-	*	-	*	93.8%	95.7%	96.5%
2016-17	95.7%	94.6%	**96.3%**	95.7%	96.4%	95.4%	-	*	-	*	95.1%	96.3%	96.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Graduation Profile

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
Grade Span: 05 - 06
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
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Campus Number: 101917141

Total Students: 828
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Other Postsecondary Indicators

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	828	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	419	50.6%	7.5%	7.7%
Grade 6	409	49.4%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	62	7.5%	7.2%	12.6%
Hispanic	726	87.7%	83.4%	52.6%
White	33	4.0%	5.6%	27.4%
American Indian	2	0.2%	0.1%	0.4%
Asian	3	0.4%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	2	0.2%	0.6%	2.4%
Economically Disadvantaged	760	91.8%	86.3%	60.6%
Non-Educationally Disadvantaged	68	8.2%	13.7%	39.4%
Section 504 Students	66	8.0%	5.6%	6.5%
English Learners (EL)	292	35.3%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	2	0.2%	1.3%	1.4%
Students w/ Dyslexia	40	4.8%	4.1%	3.6%
At-Risk	562	67.9%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	100			
By Type of Primary Disability				
Students with Intellectual Disabilities	39	39.0%	44.2%	42.4%
Students with Physical Disabilities	16	16.0%	16.3%	21.9%
Students with Autism	29	29.0%	21.4%	13.7%
Students with Behavioral Disabilities	16	16.0%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	132	14.9%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	22	2.5%		
Hispanic	94	10.6%		
White	14	1.6%		
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	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	0.1%	0.5%	0.0%	0.0%	0.6%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	19.7	18.1	21.2
Grade 6	18.5	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	16.0	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 828
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	95.7	100.0%	100.0%	100.0%
Professional Staff:	75.9	79.3%	59.1%	64.1%
Teachers	62.7	65.5%	46.1%	49.8%
Professional Support	10.2	10.7%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	3.1%	2.4%	3.0%
Educational Aides:	19.8	20.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	65.4	68.4%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	8.8	14.0%	10.1%	10.6%
Hispanic	28.0	44.7%	35.2%	27.7%
White	24.9	39.7%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.6%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	11.0	17.6%	24.4%	23.8%
Females	51.7	82.4%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	51.5	82.1%	76.3%	73.6%
Masters	11.2	17.9%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.2	5.1%	6.4%	7.0%
1-5 Years Experience	24.0	38.3%	35.0%	28.9%
6-10 Years Experience	14.0	22.3%	21.1%	19.0%
11-20 Years Experience	17.1	27.3%	26.5%	29.3%
Over 20 Years Experience	4.4	7.0%	10.9%	15.7%
Number of Students per Teacher	13.2	n/a	13.9	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	7.5	6.3
Average Years Experience of Principals with District	8.0	7.3	5.4
Average Years Experience of Assistant Principals	6.5	6.3	5.3
Average Years Experience of Assistant Principals with District	6.5	6.0	4.7
Average Years Experience of Teachers:	8.5	9.7	11.1
Average Years Experience of Teachers with District:	6.0	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,050	$51,929	$47,218
1-5 Years Experience	$54,562	$54,679	$50,408
6-10 Years Experience	$54,673	$56,719	$52,786
11-20 Years Experience	$58,360	$57,147	$56,041
Over 20 Years Experience	$64,564	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,144	$56,382	$54,122
Professional Support	$65,131	$70,595	$64,069
Campus Administration (School Leadership)	$91,232	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

Total Students: 828
Grade Span: 05 - 06
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	302	36.5%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	57	6.9%	5.3%	8.1%
Special Education	100	12.1%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	0.8%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	5.2	8.3%	1.9%	2.0%
Regular Education	42.7	68.1%	68.3%	71.4%
Special Education	13.5	21.6%	13.3%	9.1%
Other	0.8	1.2%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **RICK SCHNEIDER MIDDLE**

Campus Number: **101917142**

2019 Accountability Rating: **C**

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District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**80%**	80%	81%	50%	*	*	-	-	45%	67%	81%	76%	79%	78%
	2018	84%	79%	**72%**	69%	72%	*	-	*	-	*	38%	75%	73%	68%	71%	69%
At Meets Grade Level or Above	2019	54%	47%	**36%**	37%	35%	38%	*	*	-	-	27%	0%	36%	33%	33%	29%
	2018	54%	45%	**38%**	38%	38%	*	-	*	-	*	16%	38%	42%	26%	37%	37%
At Masters Grade Level	2019	29%	21%	**16%**	10%	16%	25%	*	*	-	-	9%	0%	16%	16%	15%	12%
	2018	26%	18%	**15%**	19%	15%	*	-	*	-	*	3%	25%	16%	14%	14%	15%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	**78%**	77%	77%	88%	*	*	-	-	55%	67%	80%	72%	77%	81%
	2018	91%	88%	**82%**	78%	83%	*	-	*	-	*	53%	75%	83%	80%	81%	85%
At Meets Grade Level or Above	2019	58%	48%	**31%**	27%	31%	25%	*	*	-	-	30%	0%	31%	32%	29%	31%
	2018	58%	48%	**35%**	38%	34%	*	-	*	-	*	22%	13%	36%	30%	35%	35%
At Masters Grade Level	2019	36%	25%	**16%**	10%	16%	13%	*	*	-	-	21%	0%	16%	14%	14%	15%
	2018	30%	20%	**14%**	13%	14%	*	-	*	-	*	9%	0%	15%	10%	14%	13%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	73%	**69%**	59%	70%	75%	*	*	-	-	44%	67%	70%	68%	67%	72%
	2018	76%	75%	**73%**	63%	74%	*	-	*	-	*	66%	63%	76%	63%	71%	72%
At Meets Grade Level or Above	2019	49%	44%	**38%**	17%	40%	63%	*	*	-	-	41%	50%	40%	31%	36%	42%
	2018	41%	35%	**30%**	23%	30%	*	-	*	-	*	28%	13%	32%	24%	30%	30%
At Masters Grade Level	2019	24%	19%	**17%**	7%	17%	38%	*	*	-	-	16%	17%	18%	15%	16%	17%
	2018	17%	11%	**11%**	10%	11%	*	-	*	-	*	3%	0%	11%	13%	11%	12%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	66%	**60%**	50%	61%	45%	-	*	-	*	31%	57%	63%	49%	58%	60%
	2018	69%	65%	**62%**	42%	64%	*	-	67%	-	*	34%	67%	65%	55%	61%	62%
At Meets Grade Level or Above	2019	37%	31%	**25%**	27%	25%	18%	-	*	-	*	19%	14%	28%	16%	25%	26%
	2018	39%	31%	**24%**	13%	24%	*	-	50%	-	*	28%	33%	25%	21%	23%	23%
At Masters Grade Level	2019	18%	12%	**7%**	10%	6%	0%	-	*	-	*	3%	14%	8%	2%	7%	7%
	2018	19%	14%	**9%**	6%	9%	*	-	17%	-	*	7%	22%	10%	6%	9%	8%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	73%	**71%**	66%	71%	60%	-	*	-	*	72%	57%	72%	65%	70%	70%
	2018	77%	68%	**65%**	63%	65%	*	-	60%	-	*	36%	78%	66%	63%	64%	70%
At Meets Grade Level or Above	2019	47%	26%	**21%**	10%	22%	20%	-	*	-	*	22%	14%	22%	17%	20%	25%
	2018	44%	22%	**22%**	20%	22%	*	-	40%	-	*	29%	44%	22%	22%	22%	22%
At Masters Grade Level	2019	21%	6%	**4%**	3%	4%	0%	-	*	-	*	16%	0%	3%	6%	4%	4%
	2018	18%	4%	**2%**	0%	2%	*	-	20%	-	*	7%	0%	2%	3%	2%	2%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**100%**	*	100%	-	-	-	-	-	-	-	100%	*	100%	100%
	2018	72%	71%	**100%**	-	100%	*	-	*	-	-	-	-	100%	-	100%	100%
At Meets Grade Level or Above	2019	43%	38%	**85%**	*	88%	-	-	-	-	-	-	-	87%	*	83%	94%
	2018	40%	33%	**100%**	-	100%	*	-	*	-	-	-	-	100%	-	100%	100%
At Masters Grade Level	2019	17%	9%	**19%**	*	20%	-	-	-	-	-	-	-	22%	*	21%	19%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	18%	11%	**23%**	-	20%	*	-	*	-	-	-	-	23%	-	25%	24%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**72%**	66%	73%	62%	*	82%	-	*	49%	63%	74%	66%	71%	73%
	2018	77%	74%	**72%**	63%	72%	77%	-	73%	-	70%	46%	71%	73%	66%	70%	72%
At Meets Grade Level or Above	2019	50%	45%	**31%**	23%	32%	31%	*	55%	-	*	28%	16%	33%	26%	30%	31%
	2018	48%	42%	**31%**	26%	31%	46%	-	53%	-	60%	24%	29%	33%	25%	31%	31%
At Masters Grade Level	2019	24%	18%	**12%**	8%	12%	13%	*	27%	-	*	13%	6%	13%	11%	11%	11%
	2018	22%	16%	**11%**	10%	11%	23%	-	20%	-	10%	6%	10%	11%	9%	11%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**70%**	65%	71%	47%	*	*	-	*	38%	62%	72%	63%	69%	69%
	2018	74%	69%	**67%**	56%	68%	80%	-	71%	-	*	36%	71%	69%	62%	66%	66%
At Meets Grade Level or Above	2019	48%	42%	**30%**	32%	30%	26%	*	*	-	*	23%	8%	32%	25%	29%	27%
	2018	46%	39%	**31%**	25%	32%	40%	-	43%	-	*	21%	35%	34%	24%	31%	30%
At Masters Grade Level	2019	21%	15%	**11%**	10%	11%	11%	*	*	-	*	6%	8%	12%	9%	11%	9%
	2018	19%	14%	**12%**	13%	12%	20%	-	14%	-	*	5%	24%	13%	10%	12%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**75%**	72%	75%	72%	*	*	-	*	63%	62%	77%	69%	75%	77%
	2018	81%	80%	**75%**	71%	76%	80%	-	71%	-	*	45%	76%	76%	71%	74%	79%
At Meets Grade Level or Above	2019	52%	47%	**28%**	18%	29%	22%	*	*	-	*	26%	8%	29%	26%	27%	31%
	2018	50%	43%	**31%**	29%	31%	40%	-	57%	-	*	25%	29%	33%	26%	31%	32%
At Masters Grade Level	2019	26%	21%	**10%**	7%	11%	6%	*	*	-	*	18%	0%	11%	10%	10%	10%
	2018	24%	17%	**9%**	6%	9%	20%	-	29%	-	*	8%	0%	10%	7%	9%	9%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**69%**	59%	70%	75%	*	*	-	-	44%	67%	70%	68%	67%	72%
	2018	80%	78%	**73%**	63%	74%	*	-	*	-	*	66%	63%	76%	63%	71%	72%
At Meets Grade Level or Above	2019	54%	50%	**38%**	17%	40%	63%	*	*	-	-	41%	50%	40%	31%	36%	42%
	2018	51%	47%	**30%**	23%	30%	*	-	*	-	*	28%	13%	32%	24%	30%	30%
At Masters Grade Level	2019	25%	19%	**17%**	7%	17%	38%	*	*	-	-	16%	17%	18%	15%	16%	17%
	2018	23%	18%	**11%**	10%	11%	*	-	*	-	*	3%	0%	11%	13%	11%	12%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	78	**80**	92	79	71	-	*	-	-	73	50	80	80	80	76
	2018	80	76	**78**	82	77	*	-	*	-	*	73	100	79	75	78	77
Grade 5 Mathematics	2019	83	76	**63**	82	60	75	*	*	-	-	73	33	62	64	62	56
	2018	81	74	**65**	68	65	*	-	*	-	*	72	75	63	72	65	61
Grade 6 ELA/Reading	2019	42	42	**39**	38	39	40	-	*	-	*	40	42	40	32	39	40
	2018	47	48	**48**	41	49	*	-	33	-	*	46	56	47	51	48	50
Grade 6 Mathematics	2019	54	50	**49**	30	51	28	-	*	-	*	60	42	50	45	47	50
	2018	56	56	**56**	50	57	*	-	80	-	*	54	67	56	58	57	58
Grade 7 Mathematics	2019	63	57	**23**	*	24	-	-	-	-	-	-	-	26	*	25	25
	2018	67	65	**23**	-	20	*	-	*	-	-	-	-	23	-	25	24
All Grades Both Subjects	2019	69	69	**57**	61	57	51	*	81	-	*	62	42	57	56	57	55
	2018	69	68	**62**	61	62	85	-	64	-	50	62	73	61	64	62	61
All Grades ELA/Reading	2019	68	68	**59**	66	59	53	-	*	-	*	57	46	60	56	59	57
	2018	69	68	**64**	62	64	90	-	43	-	*	60	75	64	63	63	64
All Grades Mathematics	2019	70	70	**55**	57	55	50	*	*	-	*	67	38	55	55	54	52
	2018	70	69	**60**	59	60	80	-	86	-	*	63	71	58	65	60	58

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**36%**	21%	37%	14%	-	*	-	-	16%	35%	33%
	2018	38%	36%	**28%**	*	29%	*	-	*	-	-	12%	27%	27%
Mathematics	2019	45%	48%	**38%**	42%	38%	20%	-	-	-	-	40%	38%	39%
	2018	47%	48%	**37%**	*	40%	*	-	*	-	*	26%	36%	42%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	73%	**67%**	63%	69%	40%	*	*	-	-	21%	66%	53%
Students Requiring Accelerated Instruction	2019	22%	27%	**33%**	37%	31%	60%	*	*	-	-	79%	34%	47%
STAAR Cumulative Met Standard	2019	86%	83%	**79%**	79%	81%	50%	*	*	-	-	25%	78%	67%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	*	-	*	-	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	79%	**66%**	57%	67%	70%	*	*	-	-	32%	65%	59%
Students Requiring Accelerated Instruction	2019	17%	21%	**34%**	43%	33%	30%	*	*	-	-	68%	35%	41%
STAAR Cumulative Met Standard	2019	90%	87%	**77%**	76%	77%	80%	*	*	-	-	42%	76%	71%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	*	-	*	-	-	-	-	-	-	*	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**72%**	59%	-	59%	-	-	*	-	*	65%	59%	60%
	2018	77%	74%	**72%**	63%	-	63%	-	-	*	-	*	67%	63%	63%
At Meets Grade Level or Above	2019	50%	45%	**31%**	16%	-	16%	-	-	*	-	*	17%	16%	16%
	2018	48%	42%	**31%**	15%	-	15%	-	-	*	-	*	17%	16%	16%
At Masters Grade Level	2019	24%	18%	**12%**	4%	-	4%	-	-	*	-	*	7%	4%	4%
	2018	22%	16%	**11%**	4%	-	4%	-	-	*	-	*	0%	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**70%**	53%	-	53%	-	-	*	-	*	60%	53%	54%
	2018	74%	69%	**67%**	53%	-	53%	-	-	*	-	*	50%	53%	53%
At Meets Grade Level or Above	2019	48%	42%	**30%**	9%	-	9%	-	-	*	-	*	12%	9%	9%
	2018	46%	39%	**31%**	13%	-	13%	-	-	*	-	*	10%	14%	13%
At Masters Grade Level	2019	21%	15%	**11%**	2%	-	2%	-	-	*	-	*	0%	2%	2%
	2018	19%	14%	**12%**	5%	-	5%	-	-	*	-	*	0%	5%	4%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**75%**	65%	-	65%	-	-	*	-	*	72%	65%	66%
	2018	81%	80%	**75%**	74%	-	74%	-	-	*	-	*	75%	74%	74%
At Meets Grade Level or Above	2019	52%	47%	**28%**	15%	-	15%	-	-	*	-	*	16%	15%	15%
	2018	50%	43%	**31%**	18%	-	18%	-	-	*	-	*	15%	19%	18%
At Masters Grade Level	2019	26%	21%	**10%**	3%	-	3%	-	-	*	-	*	8%	3%	4%
	2018	24%	17%	**9%**	4%	-	4%	-	-	*	-	*	0%	4%	4%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**69%**	61%	-	61%	-	-	*	-	*	60%	60%	60%
	2018	80%	78%	**73%**	62%	-	62%	-	-	-	-	-	79%	62%	63%
At Meets Grade Level or Above	2019	54%	50%	**38%**	34%	-	34%	-	-	*	-	*	30%	34%	33%
	2018	51%	47%	**30%**	14%	-	14%	-	-	-	-	-	29%	14%	15%
At Masters Grade Level	2019	25%	19%	**17%**	10%	-	10%	-	-	*	-	*	20%	10%	11%
	2018	23%	18%	**11%**	4%	-	4%	-	-	-	-	-	0%	4%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**57%**	51%	-	51%	-	-	*	-	*	69%	51%	53%
	2018	69%	68%	**62%**	63%	-	63%	-	-	80%	*	*	64%	63%	63%
All Grades ELA/Reading	2019	68%	68%	**59%**	54%	-	54%	-	-	*	-	*	70%	55%	56%
	2018	69%	68%	**64%**	64%	-	64%	-	-	*	*	*	70%	64%	64%
All Grades Mathematics	2019	70%	70%	**55%**	48%	-	48%	-	-	*	-	*	68%	48%	50%
	2018	70%	69%	**60%**	62%	-	62%	-	-	*	-	*	58%	62%	62%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**36%**	32%	-	32%	-	-	*	-	*	42%	32%	33%
	2018	38%	36%	**28%**	25%	-	25%	-	-	-	-	-	43%	25%	27%
Mathematics	2019	45%	48%	**38%**	38%	-	38%	-	-	-	-	-	43%	38%	39%
	2018	47%	48%	**37%**	39%	-	39%	-	-	*	-	*	64%	39%	42%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	98%	100%	99%	100%	100%	-	*	99%	99%	99%
Included in Accountability	94%	94%	**90%**	82%	93%	62%	21%	100%	-	*	91%	92%	86%
Not Included in Accountability													
Mobile	4%	3%	**8%**	16%	6%	26%	21%	0%	-	*	7%	6%	9%
Other Exclusions	1%	2%	**2%**	0%	1%	11%	57%	0%	-	*	1%	2%	4%
Not Tested	1%	1%	**1%**	2%	0%	1%	0%	0%	-	*	1%	1%	1%
Absent	1%	1%	**1%**	2%	0%	1%	0%	0%	-	*	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	98%	100%	100%	-	100%	-	100%	99%	99%	99%
Included in Accountability	94%	94%	**93%**	87%	94%	72%	-	100%	-	100%	89%	94%	93%
Not Included in Accountability													
Mobile	4%	4%	**5%**	12%	5%	11%	-	0%	-	0%	7%	5%	4%
Other Exclusions	1%	2%	**1%**	0%	1%	17%	-	0%	-	0%	2%	1%	2%
Not Tested	1%	1%	**1%**	2%	0%	0%	-	0%	-	0%	1%	1%	1%
Absent	1%	1%	**1%**	2%	0%	0%	-	0%	-	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.4%**	94.5%	95.4%	96.3%	*	97.8%	*	*	94.0%	95.3%	95.7%
2016-17	95.7%	94.6%	**95.3%**	93.7%	95.5%	95.3%	-	95.2%	-	*	94.0%	95.5%	95.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 761
Grade Span: 05 - 06
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Other Postsecondary Indicators

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	761	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	381	50.1%	7.5%	7.7%
Grade 6	380	49.9%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	76	10.0%	7.2%	12.6%
Hispanic	650	85.4%	83.4%	52.6%
White	27	3.5%	5.6%	27.4%
American Indian	4	0.5%	0.1%	0.4%
Asian	4	0.5%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	0.6%	2.4%
Economically Disadvantaged	710	93.3%	86.3%	60.6%
Non-Educationally Disadvantaged	51	6.7%	13.7%	39.4%
Section 504 Students	55	7.2%	5.6%	6.5%
English Learners (EL)	278	36.5%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	9	1.1%	1.3%	1.4%
Students w/ Dyslexia	47	6.2%	4.1%	3.6%
At-Risk	543	71.4%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	69			
By Type of Primary Disability				
Students with Intellectual Disabilities	37	53.6%	44.2%	42.4%
Students with Physical Disabilities	*	*	16.3%	21.9%
Students with Autism	20	29.0%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	147	17.3%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	25	2.9%		
Hispanic	117	13.8%		
White	2	0.2%		
American Indian	1	0.1%		
Asian	1	0.1%		
Pacific Islander	1	0.1%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	0.1%	0.5%	0.0%	0.0%	0.6%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	16.8	18.1	21.2
Grade 6	17.4	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	82.4	100.0%	100.0%	100.0%
Professional Staff:	68.6	83.2%	59.1%	64.1%
Teachers	58.2	70.6%	46.1%	49.8%
Professional Support	7.4	9.0%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	3.6%	2.4%	3.0%
Educational Aides:	13.8	16.8%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	2.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	46.9	56.8%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	12.0	20.6%	10.1%	10.6%
Hispanic	18.0	30.9%	35.2%	27.7%
White	27.2	46.7%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.7%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	14.1	24.3%	24.4%	23.8%
Females	44.0	75.7%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	1.7%	0.8%	1.4%
Bachelors	45.2	77.7%	76.3%	73.6%
Masters	10.0	17.2%	21.8%	24.3%
Doctorate	2.0	3.4%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	4.0	6.9%	6.4%	7.0%
1-5 Years Experience	29.0	49.8%	35.0%	28.9%
6-10 Years Experience	10.0	17.3%	21.1%	19.0%
11-20 Years Experience	14.1	24.3%	26.5%	29.3%
Over 20 Years Experience	1.0	1.7%	10.9%	15.7%
Number of Students per Teacher	13.1	n/a	13.9	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.5	6.3
Average Years Experience of Principals with District	4.0	7.3	5.4
Average Years Experience of Assistant Principals	2.0	6.3	5.3
Average Years Experience of Assistant Principals with District	2.0	6.0	4.7
Average Years Experience of Teachers:	6.6	9.7	11.1
Average Years Experience of Teachers with District:	5.3	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,140	$51,929	$47,218
1-5 Years Experience	$54,524	$54,679	$50,408
6-10 Years Experience	$56,726	$56,719	$52,786
11-20 Years Experience	$59,600	$57,147	$56,041
Over 20 Years Experience	$66,178	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,243	$56,382	$54,122
Professional Support	$63,913	$70,595	$64,069
Campus Administration (School Leadership)	$87,399	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

Total Students: 761
Grade Span: 05 - 06
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	251	33.0%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	35	4.6%	5.3%	8.1%
Special Education	69	9.1%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	1.2	2.1%	1.9%	2.0%
Regular Education	47.4	81.6%	68.3%	71.4%
Special Education	9.5	16.3%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BOBBY SHAW MIDDLE**

Campus Number: **101917143**

2019 Accountability Rating: **C**

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District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

Total Students: 789
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**82%**	80%	82%	82%	-	*	-	-	50%	75%	83%	79%	81%	79%
	2018	84%	79%	**73%**	40%	73%	100%	-	-	-	*	39%	77%	75%	64%	71%	70%
At Meets Grade Level or Above	2019	54%	47%	**40%**	20%	41%	36%	-	*	-	-	31%	25%	38%	46%	39%	39%
	2018	54%	45%	**35%**	0%	35%	55%	-	-	-	*	30%	38%	37%	30%	34%	30%
At Masters Grade Level	2019	29%	21%	**16%**	10%	17%	9%	-	*	-	-	6%	13%	18%	11%	16%	16%
	2018	26%	18%	**12%**	0%	12%	36%	-	-	-	*	12%	8%	13%	9%	11%	9%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	**88%**	67%	89%	82%	-	*	-	-	72%	88%	90%	80%	88%	91%
	2018	91%	88%	**86%**	*	86%	100%	-	-	-	*	76%	85%	88%	77%	85%	86%
At Meets Grade Level or Above	2019	58%	48%	**37%**	11%	38%	36%	-	*	-	-	31%	13%	38%	30%	36%	39%
	2018	58%	48%	**37%**	*	37%	55%	-	-	-	*	29%	46%	40%	28%	37%	37%
At Masters Grade Level	2019	36%	25%	**16%**	11%	16%	9%	-	*	-	-	16%	0%	16%	14%	15%	18%
	2018	30%	20%	**11%**	*	12%	9%	-	-	-	*	15%	15%	12%	9%	11%	11%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	73%	**59%**	38%	60%	64%	-	*	-	-	48%	50%	59%	59%	59%	58%
	2018	76%	75%	**69%**	*	69%	91%	-	-	-	*	56%	54%	73%	56%	66%	66%
At Meets Grade Level or Above	2019	49%	44%	**27%**	25%	26%	45%	-	*	-	-	32%	25%	26%	31%	26%	26%
	2018	41%	35%	**27%**	*	26%	45%	-	-	-	*	26%	38%	28%	20%	24%	22%
At Masters Grade Level	2019	24%	19%	**7%**	0%	7%	9%	-	*	-	-	10%	13%	8%	4%	7%	6%
	2018	17%	11%	**6%**	*	6%	9%	-	-	-	*	15%	8%	6%	6%	6%	4%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	66%	**59%**	*	59%	50%	-	-	-	*	28%	20%	60%	55%	58%	54%
	2018	69%	65%	**64%**	73%	64%	67%	-	-	-	-	44%	*	65%	61%	62%	59%
At Meets Grade Level or Above	2019	37%	31%	**21%**	*	21%	30%	-	-	-	*	25%	10%	23%	13%	20%	18%
	2018	39%	31%	**28%**	18%	28%	33%	-	-	-	-	28%	*	30%	19%	27%	24%
At Masters Grade Level	2019	18%	12%	**9%**	*	8%	20%	-	-	-	*	13%	10%	9%	5%	8%	7%
	2018	19%	14%	**11%**	9%	11%	8%	-	-	-	-	13%	*	12%	7%	10%	8%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	73%	**60%**	*	59%	80%	-	-	-	*	47%	25%	63%	51%	60%	57%
	2018	77%	68%	**70%**	78%	70%	63%	-	-	-	-	72%	*	70%	68%	70%	70%
At Meets Grade Level or Above	2019	47%	26%	**12%**	*	13%	0%	-	-	-	*	20%	0%	12%	13%	11%	10%
	2018	44%	22%	**21%**	22%	20%	50%	-	-	-	-	45%	*	19%	28%	21%	20%
At Masters Grade Level	2019	21%	6%	**3%**	*	3%	0%	-	-	-	*	13%	0%	3%	5%	3%	3%
	2018	18%	4%	**4%**	11%	4%	13%	-	-	-	-	24%	*	3%	9%	4%	4%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**93%**	-	92%	100%	-	-	-	-	*	*	92%	100%	92%	94%
	2018	72%	71%	**98%**	*	98%	*	-	-	-	-	*	-	98%	100%	98%	97%
At Meets Grade Level or Above	2019	43%	38%	**44%**	-	45%	20%	-	-	-	-	*	*	44%	40%	41%	42%
	2018	40%	33%	**67%**	*	65%	*	-	-	-	-	*	-	68%	60%	68%	65%
At Masters Grade Level	2019	17%	9%	**7%**	-	7%	20%	-	-	-	-	*	*	8%	0%	5%	8%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

Total Students: 789
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	18%	11%	**30%**	*	30%	*	-	-	-	-	*	-	30%	30%	32%	32%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**72%**	62%	72%	74%	-	*	-	*	50%	53%	73%	66%	71%	70%
	2018	77%	74%	**74%**	63%	74%	86%	-	-	-	*	58%	68%	76%	66%	72%	72%
At Meets Grade Level or Above	2019	50%	45%	**29%**	17%	30%	32%	-	*	-	*	28%	13%	30%	28%	28%	28%
	2018	48%	42%	**32%**	14%	31%	51%	-	-	-	*	32%	38%	33%	26%	31%	28%
At Masters Grade Level	2019	24%	18%	**10%**	7%	10%	11%	-	*	-	*	12%	7%	11%	8%	10%	10%
	2018	22%	16%	**10%**	6%	10%	18%	-	-	-	*	16%	9%	10%	9%	10%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**70%**	73%	70%	67%	-	*	-	*	39%	44%	71%	67%	69%	66%
	2018	74%	69%	**69%**	63%	69%	83%	-	-	-	*	42%	65%	70%	63%	67%	65%
At Meets Grade Level or Above	2019	48%	42%	**30%**	18%	30%	33%	-	*	-	*	28%	17%	30%	30%	29%	27%
	2018	46%	39%	**32%**	13%	32%	43%	-	-	-	*	29%	35%	34%	26%	31%	28%
At Masters Grade Level	2019	21%	15%	**12%**	9%	12%	14%	-	*	-	*	9%	11%	13%	8%	12%	11%
	2018	19%	14%	**12%**	6%	12%	22%	-	-	-	*	12%	6%	13%	8%	11%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**80%**	70%	80%	86%	-	*	-	*	61%	63%	82%	69%	79%	79%
	2018	81%	80%	**81%**	73%	81%	87%	-	-	-	*	76%	82%	83%	76%	81%	81%
At Meets Grade Level or Above	2019	52%	47%	**30%**	10%	30%	24%	-	*	-	*	27%	5%	31%	24%	28%	29%
	2018	50%	43%	**34%**	20%	34%	61%	-	-	-	*	38%	41%	35%	30%	34%	33%
At Masters Grade Level	2019	26%	21%	**10%**	10%	10%	10%	-	*	-	*	16%	0%	10%	10%	9%	11%
	2018	24%	17%	**11%**	7%	10%	17%	-	-	-	*	20%	12%	11%	10%	10%	10%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**59%**	38%	60%	64%	-	*	-	-	48%	50%	59%	59%	59%	58%
	2018	80%	78%	**69%**	*	69%	91%	-	-	-	*	56%	54%	73%	56%	66%	66%
At Meets Grade Level or Above	2019	54%	50%	**27%**	25%	26%	45%	-	*	-	-	32%	25%	26%	31%	26%	26%
	2018	51%	47%	**27%**	*	26%	45%	-	-	-	*	26%	38%	28%	20%	24%	22%
At Masters Grade Level	2019	25%	19%	**7%**	0%	7%	9%	-	*	-	-	10%	13%	8%	4%	7%	6%
	2018	23%	18%	**6%**	*	6%	9%	-	-	-	*	15%	8%	6%	6%	6%	4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

Total Students: 789
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	78	**79**	80	79	86	-	*	-	-	75	88	76	92	79	79
	2018	80	76	**71**	40	71	85	-	-	-	*	72	67	71	71	69	71
Grade 5 Mathematics	2019	83	76	**75**	67	75	73	-	*	-	-	85	81	74	78	75	76
	2018	81	74	**66**	40	67	55	-	-	-	*	89	58	65	70	66	69
Grade 6 ELA/Reading	2019	42	42	**44**	-	44	35	-	-	-	*	43	10	43	47	44	40
	2018	47	48	**46**	40	46	33	-	-	-	-	37	*	47	36	45	45
Grade 6 Mathematics	2019	54	50	**55**	-	54	80	-	-	-	*	55	31	58	46	55	54
	2018	56	56	**70**	63	71	56	-	-	-	-	78	*	71	65	71	74
Grade 7 Mathematics	2019	63	57	**31**	-	32	20	-	-	-	-	*	*	33	6	29	29
	2018	67	65	**65**	*	63	*	-	-	-	-	*	-	65	61	64	60
All Grades Both Subjects	2019	69	69	**60**	74	60	62	-	*	-	*	65	46	59	65	60	59
	2018	69	68	**63**	47	64	60	-	-	-	*	69	57	63	62	63	65
All Grades ELA/Reading	2019	68	68	**60**	80	60	62	-	*	-	*	59	44	58	71	60	58
	2018	69	68	**59**	40	59	57	-	-	-	*	54	50	59	56	57	58
All Grades Mathematics	2019	70	70	**60**	67	60	62	-	*	-	*	70	47	60	59	60	60
	2018	70	69	**67**	54	68	64	-	-	-	*	83	62	67	68	67	70

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**36%**	100%	34%	43%	-	-	-	-	14%	34%	29%
	2018	38%	36%	**28%**	*	27%	*	-	-	-	-	14%	27%	27%
Mathematics	2019	45%	48%	**41%**	*	41%	67%	-	*	-	-	38%	40%	33%
	2018	47%	48%	**51%**	*	52%	-	-	-	-	-	61%	51%	52%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	73%	**66%**	50%	66%	73%	-	*	-	-	21%	64%	51%
Students Requiring Accelerated Instruction	2019	22%	27%	**34%**	50%	34%	27%	-	*	-	-	79%	36%	49%
STAAR Cumulative Met Standard	2019	86%	83%	**81%**	80%	81%	82%	-	*	-	-	33%	80%	69%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	79%	**74%**	40%	75%	82%	-	*	-	-	33%	74%	71%
Students Requiring Accelerated Instruction	2019	17%	21%	**26%**	60%	25%	18%	-	*	-	-	67%	26%	29%
STAAR Cumulative Met Standard	2019	90%	87%	**88%**	67%	89%	82%	-	*	-	-	63%	87%	87%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**72%**	58%	-	58%	-	-	-	-	-	58%	58%	58%
	2018	77%	74%	**74%**	61%	-	61%	-	-	-	-	-	79%	61%	62%
At Meets Grade Level or Above	2019	50%	45%	**29%**	14%	-	14%	-	-	-	-	-	16%	14%	14%
	2018	48%	42%	**32%**	17%	-	17%	-	-	-	-	-	24%	17%	17%
At Masters Grade Level	2019	24%	18%	**10%**	4%	-	4%	-	-	-	-	-	2%	4%	3%
	2018	22%	16%	**10%**	4%	-	4%	-	-	-	-	-	2%	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**70%**	51%	-	51%	-	-	-	-	-	55%	51%	51%
	2018	74%	69%	**69%**	50%	-	50%	-	-	-	-	-	67%	50%	51%
At Meets Grade Level or Above	2019	48%	42%	**30%**	12%	-	12%	-	-	-	-	-	14%	12%	12%
	2018	46%	39%	**32%**	15%	-	15%	-	-	-	-	-	27%	15%	15%
At Masters Grade Level	2019	21%	15%	**12%**	2%	-	2%	-	-	-	-	-	5%	2%	2%
	2018	19%	14%	**12%**	3%	-	3%	-	-	-	-	-	0%	3%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**80%**	69%	-	69%	-	-	-	-	-	78%	69%	70%
	2018	81%	80%	**81%**	74%	-	74%	-	-	-	-	-	93%	74%	75%
At Meets Grade Level or Above	2019	52%	47%	**30%**	17%	-	17%	-	-	-	-	-	22%	17%	18%
	2018	50%	43%	**34%**	21%	-	21%	-	-	-	-	-	20%	21%	21%
At Masters Grade Level	2019	26%	21%	**10%**	5%	-	5%	-	-	-	-	-	0%	5%	5%
	2018	24%	17%	**11%**	5%	-	5%	-	-	-	-	-	0%	5%	5%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**59%**	49%	-	49%	-	-	-	-	-	35%	49%	47%
	2018	80%	78%	**69%**	57%	-	57%	-	-	-	-	-	75%	57%	58%
At Meets Grade Level or Above	2019	54%	50%	**27%**	12%	-	12%	-	-	-	-	-	12%	12%	12%
	2018	51%	47%	**27%**	14%	-	14%	-	-	-	-	-	25%	14%	14%
At Masters Grade Level	2019	25%	19%	**7%**	3%	-	3%	-	-	-	-	-	0%	3%	3%
	2018	23%	18%	**6%**	2%	-	2%	-	-	-	-	-	8%	2%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**60%**	54%	-	54%	-	-	-	-	-	82%	54%	56%
	2018	69%	68%	**63%**	65%	-	65%	-	-	-	-	-	68%	65%	65%
All Grades ELA/Reading	2019	68%	68%	**60%**	52%	-	52%	-	-	-	-	-	86%	52%	55%
	2018	69%	68%	**59%**	57%	-	57%	-	-	-	-	-	61%	57%	57%
All Grades Mathematics	2019	70%	70%	**60%**	56%	-	56%	-	-	-	-	-	78%	56%	58%
	2018	70%	69%	**67%**	70%	-	70%	-	-	-	-	-	75%	70%	70%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**36%**	27%	-	27%	-	-	-	-	-	50%	27%	29%
	2018	38%	36%	**28%**	25%	-	25%	-	-	-	-	-	*	25%	27%
Mathematics	2019	45%	48%	**41%**	31%	-	31%	-	-	-	-	-	50%	31%	33%
	2018	47%	48%	**51%**	49%	-	49%	-	-	-	-	-	83%	49%	52%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

Total Students: 789
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	*	99%	100%	100%
Included in Accountability	94%	94%	**95%**	88%	96%	80%	-	*	-	*	94%	97%	95%
Not Included in Accountability													
Mobile	4%	3%	**4%**	12%	3%	20%	-	*	-	*	5%	3%	4%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	*	98%	100%	100%
Included in Accountability	94%	94%	**94%**	90%	94%	97%	-	-	-	*	92%	94%	94%
Not Included in Accountability													
Mobile	4%	4%	**4%**	10%	4%	3%	-	-	-	*	6%	4%	4%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	-	-	*	0%	1%	2%
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%

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

Total Students: 789
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**94.5%**	93.2%	94.7%	90.2%	*	-	-	*	90.7%	94.5%	95.4%
2016-17	95.7%	94.6%	**95.2%**	94.0%	95.3%	92.9%	*	*	-	*	93.3%	95.3%	95.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

Total Students: 789
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 789
Grade Span: 05 - 06
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

Total Students: 789
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

Total Students: 789
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	789	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	380	48.2%	7.5%	7.7%
Grade 6	409	51.8%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	14	1.8%	7.2%	12.6%
Hispanic	750	95.1%	83.4%	52.6%
White	21	2.7%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	2	0.3%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	2	0.3%	0.6%	2.4%
Economically Disadvantaged	742	94.0%	86.3%	60.6%
Non-Educationally Disadvantaged	47	6.0%	13.7%	39.4%
Section 504 Students	64	8.1%	5.6%	6.5%
English Learners (EL)	302	38.3%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	10	1.2%	1.3%	1.4%
Students w/ Dyslexia	55	7.0%	4.1%	3.6%
At-Risk	599	75.9%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	68			
By Type of Primary Disability				
Students with Intellectual Disabilities	31	45.6%	44.2%	42.4%
Students with Physical Disabilities	*	*	16.3%	21.9%
Students with Autism	19	27.9%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	106	12.7%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

Total Students: 789
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	8	1.0%		
Hispanic	90	10.8%		
White	6	0.7%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	0.1%	0.5%	0.0%	0.0%	0.6%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	17.7	18.1	21.2
Grade 6	19.7	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

Total Students: 789
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	80.8	100.0%	100.0%	100.0%
Professional Staff:	67.3	83.3%	59.1%	64.1%
Teachers	55.9	69.2%	46.1%	49.8%
Professional Support	8.4	10.4%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	3.7%	2.4%	3.0%
Educational Aides:	13.5	16.7%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	2.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	46.7	57.8%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	7.0	12.5%	10.1%	10.6%
Hispanic	20.4	36.6%	35.2%	27.7%
White	25.5	45.6%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.8%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	3.6%	1.1%	1.1%
Males	14.0	25.0%	24.4%	23.8%
Females	41.9	75.0%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	1.8%	0.8%	1.4%
Bachelors	45.9	82.1%	76.3%	73.6%
Masters	8.0	14.3%	21.8%	24.3%
Doctorate	1.0	1.8%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	9.4	16.9%	6.4%	7.0%
1-5 Years Experience	23.4	41.9%	35.0%	28.9%
6-10 Years Experience	11.0	19.7%	21.1%	19.0%
11-20 Years Experience	10.0	17.9%	26.5%	29.3%
Over 20 Years Experience	2.0	3.6%	10.9%	15.7%
Number of Students per Teacher	14.1	n/a	13.9	15.1

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

Total Students: 789
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.5	6.3
Average Years Experience of Principals with District	4.0	7.3	5.4
Average Years Experience of Assistant Principals	2.5	6.3	5.3
Average Years Experience of Assistant Principals with District	2.5	6.0	4.7
Average Years Experience of Teachers:	6.4	9.7	11.1
Average Years Experience of Teachers with District:	4.6	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$47,470	$51,929	$47,218
1-5 Years Experience	$54,575	$54,679	$50,408
6-10 Years Experience	$55,933	$56,719	$52,786
11-20 Years Experience	$56,262	$57,147	$56,041
Over 20 Years Experience	$63,088	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,250	$56,382	$54,122
Professional Support	$61,489	$70,595	$64,069
Campus Administration (School Leadership)	$87,412	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

Total Students: 789
Grade Span: 05 - 06
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	277	35.1%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	41	5.2%	5.3%	8.1%
Special Education	68	8.6%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	4.4	7.8%	1.9%	2.0%
Regular Education	42.8	76.6%	68.3%	71.4%
Special Education	8.7	15.6%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **KELLER MIDDLE**

Campus Number: **101917144**

2019 Accountability Rating: **B**

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District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
Grade Span: 05 - 06
School Type: Middle

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**83%**	79%	83%	89%	*	-	*	*	49%	83%	81%	90%	83%	82%
	2018	84%	79%	**78%**	50%	78%	85%	-	*	-	-	41%	*	80%	67%	76%	75%
At Meets Grade Level or Above	2019	54%	47%	**42%**	29%	42%	61%	*	-	*	*	20%	33%	42%	42%	40%	39%
	2018	54%	45%	**44%**	30%	44%	55%	-	*	-	-	22%	*	48%	32%	44%	42%
At Masters Grade Level	2019	29%	21%	**18%**	14%	18%	22%	*	-	*	*	2%	17%	18%	18%	17%	14%
	2018	26%	18%	**18%**	0%	18%	20%	-	*	-	-	7%	*	19%	10%	17%	16%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	**93%**	57%	94%	100%	*	-	*	*	83%	100%	94%	90%	93%	96%
	2018	91%	88%	**94%**	90%	94%	90%	-	*	-	-	81%	*	95%	90%	93%	93%
At Meets Grade Level or Above	2019	58%	48%	**51%**	36%	51%	56%	*	-	*	*	29%	50%	49%	57%	50%	57%
	2018	58%	48%	**57%**	50%	57%	65%	-	*	-	-	30%	*	59%	49%	57%	59%
At Masters Grade Level	2019	36%	25%	**28%**	14%	28%	39%	*	-	*	*	12%	33%	26%	33%	28%	31%
	2018	30%	20%	**26%**	0%	26%	40%	-	*	-	-	15%	*	27%	22%	25%	30%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	73%	**76%**	64%	75%	94%	*	-	-	*	37%	83%	76%	73%	75%	78%
	2018	76%	75%	**76%**	60%	76%	94%	-	*	-	-	37%	*	79%	67%	75%	79%
At Meets Grade Level or Above	2019	49%	44%	**45%**	43%	44%	61%	*	-	-	*	15%	67%	44%	46%	43%	46%
	2018	41%	35%	**31%**	30%	29%	61%	-	*	-	-	22%	*	33%	22%	30%	27%
At Masters Grade Level	2019	24%	19%	**14%**	14%	14%	22%	*	-	-	*	7%	17%	14%	14%	14%	10%
	2018	17%	11%	**7%**	0%	8%	11%	-	*	-	-	4%	*	7%	10%	6%	7%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	66%	**63%**	43%	64%	65%	-	-	*	-	22%	*	66%	48%	62%	60%
	2018	69%	65%	**60%**	60%	59%	71%	*	-	-	-	19%	*	61%	56%	59%	60%
At Meets Grade Level or Above	2019	37%	31%	**29%**	21%	30%	35%	-	-	*	-	11%	*	33%	15%	30%	25%
	2018	39%	31%	**27%**	0%	26%	38%	*	-	-	-	8%	*	27%	24%	25%	24%
At Masters Grade Level	2019	18%	12%	**15%**	14%	15%	12%	-	-	*	-	3%	*	16%	9%	15%	12%
	2018	19%	14%	**14%**	0%	13%	29%	*	-	-	-	3%	*	15%	11%	13%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	73%	**71%**	57%	72%	67%	-	-	*	-	27%	*	74%	60%	72%	74%
	2018	77%	68%	**66%**	60%	66%	74%	*	-	-	-	40%	*	67%	63%	65%	68%
At Meets Grade Level or Above	2019	47%	26%	**25%**	14%	26%	27%	-	-	*	-	11%	*	28%	16%	26%	27%
	2018	44%	22%	**19%**	40%	17%	42%	*	-	-	-	14%	*	18%	24%	18%	18%
At Masters Grade Level	2019	21%	6%	**4%**	0%	4%	7%	-	-	*	-	0%	*	5%	0%	4%	3%
	2018	18%	4%	**2%**	0%	2%	0%	*	-	-	-	3%	*	3%	0%	2%	3%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**98%**	*	98%	*	-	-	-	-	-	-	98%	*	98%	100%
	2018	72%	71%	**97%**	-	97%	*	-	-	-	-	*	-	97%	*	96%	92%
At Meets Grade Level or Above	2019	43%	38%	**64%**	*	64%	*	-	-	-	-	-	-	60%	*	60%	73%
	2018	40%	33%	**78%**	-	80%	*	-	-	-	-	*	-	79%	*	76%	85%
At Masters Grade Level	2019	17%	9%	**9%**	*	9%	*	-	-	-	-	-	-	9%	*	10%	12%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	18%	11%	**31%**	-	33%	*	-	-	-	-	*	-	34%	*	32%	38%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**78%**	61%	78%	84%	*	-	*	*	44%	86%	79%	74%	77%	79%
	2018	77%	74%	**76%**	65%	76%	83%	*	40%	-	-	42%	57%	78%	70%	75%	76%
At Meets Grade Level or Above	2019	50%	45%	**39%**	28%	39%	50%	*	-	*	*	17%	45%	40%	37%	39%	40%
	2018	48%	42%	**38%**	33%	37%	52%	*	40%	-	-	18%	29%	39%	31%	36%	36%
At Masters Grade Level	2019	24%	18%	**16%**	11%	16%	20%	*	-	*	*	5%	18%	16%	15%	16%	14%
	2018	22%	16%	**14%**	0%	14%	20%	*	0%	-	-	6%	7%	15%	11%	13%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**73%**	61%	73%	77%	*	-	*	*	36%	75%	73%	70%	73%	71%
	2018	74%	69%	**70%**	53%	70%	78%	*	*	-	-	29%	33%	72%	62%	68%	68%
At Meets Grade Level or Above	2019	48%	42%	**36%**	25%	35%	49%	*	-	*	*	16%	25%	37%	29%	35%	32%
	2018	46%	39%	**36%**	20%	36%	46%	*	*	-	-	14%	17%	38%	28%	35%	33%
At Masters Grade Level	2019	21%	15%	**16%**	14%	17%	17%	*	-	*	*	3%	13%	17%	14%	16%	13%
	2018	19%	14%	**16%**	0%	16%	24%	*	*	-	-	5%	0%	17%	11%	15%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**84%**	59%	85%	86%	*	-	*	*	56%	100%	86%	77%	84%	87%
	2018	81%	80%	**83%**	80%	83%	83%	*	*	-	-	59%	67%	84%	79%	81%	82%
At Meets Grade Level or Above	2019	52%	47%	**40%**	24%	41%	46%	*	-	*	*	21%	50%	41%	40%	40%	45%
	2018	50%	43%	**43%**	47%	42%	54%	*	*	-	-	21%	33%	43%	39%	41%	43%
At Masters Grade Level	2019	26%	21%	**16%**	7%	16%	23%	*	-	*	*	6%	25%	16%	17%	16%	18%
	2018	24%	17%	**16%**	0%	16%	20%	*	*	-	-	8%	17%	17%	12%	16%	19%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**76%**	64%	75%	94%	*	-	-	*	37%	83%	76%	73%	75%	78%
	2018	80%	78%	**76%**	60%	76%	94%	-	*	-	-	37%	*	79%	67%	75%	79%
At Meets Grade Level or Above	2019	54%	50%	**45%**	43%	44%	61%	*	-	-	*	15%	67%	44%	46%	43%	46%
	2018	51%	47%	**31%**	30%	29%	61%	-	*	-	-	22%	*	33%	22%	30%	27%
At Masters Grade Level	2019	25%	19%	**14%**	14%	14%	22%	*	-	-	*	7%	17%	14%	14%	14%	10%
	2018	23%	18%	**7%**	0%	8%	11%	-	*	-	-	4%	*	7%	10%	6%	7%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	78	**74**	67	74	82	*	-	-	*	53	50	73	77	74	74
	2018	80	76	**77**	78	78	74	-	*	-	-	72	*	75	85	78	74
Grade 5 Mathematics	2019	83	76	**84**	71	85	83	*	-	-	*	88	100	83	90	85	83
	2018	81	74	**86**	78	87	92	-	*	-	-	91	*	85	91	86	88
Grade 6 ELA/Reading	2019	42	42	**43**	54	42	47	-	-	*	-	30	*	43	43	43	39
	2018	47	48	**44**	50	43	57	*	-	-	-	36	*	44	45	44	44
Grade 6 Mathematics	2019	54	50	**34**	21	35	36	-	-	*	-	19	*	35	31	34	33
	2018	56	56	**39**	80	38	39	*	-	-	-	41	*	38	42	39	35
Grade 7 Mathematics	2019	63	57	**16**	*	17	*	-	-	-	-	-	-	15	*	15	17
	2018	67	65	**36**	-	37	*	-	-	-	-	*	-	38	*	36	46
All Grades Both Subjects	2019	69	69	**58**	51	58	62	*	-	*	*	49	69	57	61	58	57
	2018	69	68	**63**	73	63	64	*	*	-	-	57	50	62	68	63	62
All Grades ELA/Reading	2019	68	68	**58**	60	57	65	*	-	*	*	42	50	57	61	58	57
	2018	69	68	**62**	68	61	65	*	*	-	-	52	42	61	67	62	60
All Grades Mathematics	2019	70	70	**57**	43	58	59	*	-	*	*	56	88	56	62	58	57
	2018	70	69	**64**	79	64	64	*	*	-	-	62	58	64	68	64	63

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**41%**	36%	40%	83%	-	-	*	-	20%	41%	38%
	2018	38%	36%	**31%**	*	32%	*	-	-	-	-	*	29%	26%
Mathematics	2019	45%	48%	**59%**	27%	63%	63%	-	-	-	*	53%	59%	54%
	2018	47%	48%	**69%**	*	69%	*	-	-	-	-	60%	67%	65%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	73%	**72%**	69%	72%	88%	*	-	*	*	26%	71%	52%
Students Requiring Accelerated Instruction	2019	22%	27%	**28%**	31%	28%	12%	*	-	*	*	74%	29%	48%
STAAR Cumulative Met Standard	2019	86%	83%	**83%**	77%	83%	89%	*	-	*	*	46%	83%	68%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	*	-	*	-	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	79%	**85%**	54%	86%	88%	*	-	*	*	56%	84%	82%
Students Requiring Accelerated Instruction	2019	17%	21%	**15%**	46%	14%	12%	*	-	*	*	44%	16%	18%
STAAR Cumulative Met Standard	2019	90%	87%	**93%**	54%	94%	100%	*	-	*	*	82%	93%	93%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	*	-	*	-	-	-	-	-	-	*	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**78%**	63%	-	63%	-	-	-	-	-	56%	63%	62%
	2018	77%	74%	**76%**	69%	-	69%	-	-	-	-	-	63%	69%	68%
At Meets Grade Level or Above	2019	50%	45%	**39%**	21%	-	21%	-	-	-	-	-	19%	21%	21%
	2018	48%	42%	**38%**	24%	-	24%	-	-	-	-	-	31%	24%	25%
At Masters Grade Level	2019	24%	18%	**16%**	4%	-	4%	-	-	-	-	-	5%	4%	4%
	2018	22%	16%	**14%**	6%	-	6%	-	-	-	-	-	12%	6%	7%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**73%**	48%	-	48%	-	-	-	-	-	50%	48%	48%
	2018	74%	69%	**70%**	55%	-	55%	-	-	-	-	-	52%	55%	54%
At Meets Grade Level or Above	2019	48%	42%	**36%**	11%	-	11%	-	-	-	-	-	11%	11%	11%
	2018	46%	39%	**36%**	20%	-	20%	-	-	-	-	-	21%	20%	20%
At Masters Grade Level	2019	21%	15%	**16%**	1%	-	1%	-	-	-	-	-	0%	1%	1%
	2018	19%	14%	**16%**	5%	-	5%	-	-	-	-	-	3%	5%	4%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**84%**	79%	-	79%	-	-	-	-	-	67%	79%	78%
	2018	81%	80%	**83%**	80%	-	80%	-	-	-	-	-	66%	80%	78%
At Meets Grade Level or Above	2019	52%	47%	**40%**	29%	-	29%	-	-	-	-	-	22%	29%	28%
	2018	50%	43%	**43%**	34%	-	34%	-	-	-	-	-	41%	34%	35%
At Masters Grade Level	2019	26%	21%	**16%**	8%	-	8%	-	-	-	-	-	6%	8%	7%
	2018	24%	17%	**16%**	11%	-	11%	-	-	-	-	-	28%	11%	13%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**76%**	61%	-	61%	-	-	-	-	-	43%	61%	60%
	2018	80%	78%	**76%**	73%	-	73%	-	-	-	-	-	76%	73%	73%
At Meets Grade Level or Above	2019	54%	50%	**45%**	25%	-	25%	-	-	-	-	-	29%	25%	25%
	2018	51%	47%	**31%**	14%	-	14%	-	-	-	-	-	29%	14%	17%
At Masters Grade Level	2019	25%	19%	**14%**	3%	-	3%	-	-	-	-	-	14%	3%	3%
	2018	23%	18%	**7%**	1%	-	1%	-	-	-	-	-	0%	1%	1%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**58%**	56%	-	56%	-	-	-	-	-	43%	56%	55%
	2018	69%	68%	**63%**	67%	-	67%	-	-	-	-	-	62%	67%	66%
All Grades ELA/Reading	2019	68%	68%	**58%**	52%	-	52%	-	-	-	-	-	36%	52%	50%
	2018	69%	68%	**62%**	62%	-	62%	-	-	-	-	-	59%	62%	61%
All Grades Mathematics	2019	70%	70%	**57%**	60%	-	60%	-	-	-	-	-	50%	60%	59%
	2018	70%	69%	**64%**	72%	-	72%	-	-	-	-	-	66%	72%	71%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**41%**	39%	-	39%	-	-	-	-	-	25%	39%	38%
	2018	38%	36%	**31%**	29%	-	29%	-	-	-	-	-	*	29%	26%
Mathematics	2019	45%	48%	**59%**	56%	-	56%	-	-	-	-	-	*	56%	54%
	2018	47%	48%	**69%**	67%	-	67%	-	-	-	-	-	*	67%	65%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	99%	100%	100%	*	-	80%	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	83%	95%	93%	*	-	80%	50%	96%	96%	95%
Not Included in Accountability													
Mobile	4%	3%	**5%**	16%	5%	7%	*	-	0%	50%	4%	4%	4%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	*	-	0%	0%	0%	0%	1%
Not Tested	1%	1%	**0%**	1%	0%	0%	*	-	20%	0%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	*	-	20%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	97%	*	100%	-	-	100%	100%	100%
Included in Accountability	94%	94%	**94%**	82%	94%	95%	*	100%	-	-	97%	94%	92%
Not Included in Accountability													
Mobile	4%	4%	**6%**	18%	6%	2%	*	0%	-	-	3%	5%	7%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	3%	*	0%	-	-	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	3%	*	0%	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.5%**	94.7%	95.7%	93.2%	*	*	-	*	93.8%	95.4%	95.7%
2016-17	95.7%	94.6%	**95.5%**	90.1%	95.8%	93.4%	*	*	-	*	93.3%	95.5%	96.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 717
Grade Span: 05 - 06
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
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Total Students: 717
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	717	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	353	49.2%	7.5%	7.7%
Grade 6	364	50.8%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	30	4.2%	7.2%	12.6%
Hispanic	640	89.3%	83.4%	52.6%
White	41	5.7%	5.6%	27.4%
American Indian	2	0.3%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.5%
Pacific Islander	2	0.3%	0.1%	0.2%
Two or More Races	2	0.3%	0.6%	2.4%
Economically Disadvantaged	668	93.2%	86.3%	60.6%
Non-Educationally Disadvantaged	49	6.8%	13.7%	39.4%
Section 504 Students	50	7.0%	5.6%	6.5%
English Learners (EL)	182	25.4%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	7	0.9%	1.3%	1.4%
Students w/ Dyslexia	40	5.6%	4.1%	3.6%
At-Risk	483	67.4%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	81			
By Type of Primary Disability				
Students with Intellectual Disabilities	31	38.3%	44.2%	42.4%
Students with Physical Disabilities	9	11.1%	16.3%	21.9%
Students with Autism	17	21.0%	21.4%	13.7%
Students with Behavioral Disabilities	24	29.6%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	124	16.0%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	5	0.6%		
Hispanic	99	12.8%		
White	17	2.2%		
American Indian	0	0.0%		
Asian	1	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.3%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	0.6%	0.1%	0.5%	0.0%	0.0%	0.6%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	18.1	18.1	21.2
Grade 6	20.9	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	73.8	100.0%	100.0%	100.0%
Professional Staff:	62.2	84.2%	59.1%	64.1%
Teachers	51.3	69.5%	46.1%	49.8%
Professional Support	7.9	10.6%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	4.1%	2.4%	3.0%
Educational Aides:	11.7	15.8%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	2.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	28.1	38.1%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	5.0	9.8%	10.1%	10.6%
Hispanic	12.0	23.4%	35.2%	27.7%
White	32.3	63.0%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.9%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	1.9%	1.1%	1.1%
Males	14.7	28.7%	24.4%	23.8%
Females	36.6	71.3%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	39.1	76.2%	76.3%	73.6%
Masters	12.2	23.8%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.0	9.7%	6.4%	7.0%
1-5 Years Experience	15.7	30.7%	35.0%	28.9%
6-10 Years Experience	12.3	24.0%	21.1%	19.0%
11-20 Years Experience	14.2	27.7%	26.5%	29.3%
Over 20 Years Experience	4.1	8.0%	10.9%	15.7%
Number of Students per Teacher	14.0	n/a	13.9	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	7.5	6.3
Average Years Experience of Principals with District	1.0	7.3	5.4
Average Years Experience of Assistant Principals	6.5	6.3	5.3
Average Years Experience of Assistant Principals with District	6.0	6.0	4.7
Average Years Experience of Teachers:	9.4	9.7	11.1
Average Years Experience of Teachers with District:	7.5	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,300	$51,929	$47,218
1-5 Years Experience	$54,805	$54,679	$50,408
6-10 Years Experience	$56,876	$56,719	$52,786
11-20 Years Experience	$56,821	$57,147	$56,041
Over 20 Years Experience	$59,313	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,072	$56,382	$54,122
Professional Support	$60,824	$70,595	$64,069
Campus Administration (School Leadership)	$88,365	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

Total Students: 717
Grade Span: 05 - 06
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	165	23.0%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	55	7.7%	5.3%	8.1%
Special Education	81	11.3%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.6	1.1%	1.9%	2.0%
Regular Education	41.1	80.2%	68.3%	71.4%
Special Education	9.6	18.7%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MARSHALL KENDRICK MIDDLE**

Campus Number: **101917145**

2019 Accountability Rating: **B**

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District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**84%**	50%	85%	96%	-	*	-	*	45%	86%	86%	71%	82%	85%
	2018	84%	79%	**83%**	67%	84%	88%	-	*	-	*	59%	50%	86%	71%	81%	83%
At Meets Grade Level or Above	2019	54%	47%	**48%**	29%	49%	56%	-	*	-	*	35%	57%	52%	32%	44%	48%
	2018	54%	45%	**46%**	33%	47%	59%	-	*	-	*	30%	25%	49%	36%	43%	46%
At Masters Grade Level	2019	29%	21%	**23%**	11%	23%	36%	-	*	-	*	12%	43%	24%	15%	20%	21%
	2018	26%	18%	**20%**	22%	18%	35%	-	*	-	*	19%	13%	22%	12%	18%	15%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	**79%**	45%	82%	80%	-	*	-	*	49%	86%	84%	59%	77%	86%
	2018	91%	88%	**88%**	78%	90%	88%	-	*	-	*	60%	50%	91%	78%	87%	89%
At Meets Grade Level or Above	2019	58%	48%	**37%**	21%	39%	32%	-	*	-	*	27%	43%	41%	21%	33%	40%
	2018	58%	48%	**39%**	22%	40%	41%	-	*	-	*	30%	25%	41%	29%	36%	32%
At Masters Grade Level	2019	36%	25%	**17%**	10%	17%	20%	-	*	-	*	14%	29%	19%	6%	15%	16%
	2018	30%	20%	**11%**	4%	11%	12%	-	*	-	*	7%	0%	11%	9%	10%	11%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	73%	**71%**	41%	73%	79%	-	*	-	*	37%	43%	75%	56%	70%	77%
	2018	76%	75%	**78%**	56%	80%	82%	-	*	-	*	59%	38%	82%	62%	76%	79%
At Meets Grade Level or Above	2019	49%	44%	**43%**	22%	45%	38%	-	*	-	*	29%	29%	46%	29%	40%	45%
	2018	41%	35%	**38%**	26%	38%	41%	-	*	-	*	24%	13%	42%	24%	35%	31%
At Masters Grade Level	2019	24%	19%	**18%**	7%	18%	21%	-	*	-	*	16%	14%	21%	2%	15%	17%
	2018	17%	11%	**12%**	4%	12%	24%	-	*	-	*	10%	0%	13%	8%	12%	10%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	66%	**70%**	55%	69%	100%	-	*	-	*	38%	67%	72%	59%	68%	69%
	2018	69%	65%	**67%**	42%	68%	71%	-	-	-	*	24%	43%	70%	56%	66%	64%
At Meets Grade Level or Above	2019	37%	31%	**30%**	19%	29%	60%	-	*	-	*	24%	33%	30%	27%	28%	26%
	2018	39%	31%	**32%**	21%	31%	53%	-	-	-	*	17%	14%	34%	23%	30%	30%
At Masters Grade Level	2019	18%	12%	**11%**	6%	10%	27%	-	*	-	*	12%	0%	11%	9%	10%	9%
	2018	19%	14%	**13%**	11%	12%	35%	-	-	-	*	12%	0%	14%	9%	12%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	73%	**77%**	62%	78%	85%	-	-	-	*	65%	60%	78%	70%	74%	72%
	2018	77%	68%	**67%**	56%	67%	82%	-	-	-	*	58%	83%	67%	66%	66%	66%
At Meets Grade Level or Above	2019	47%	26%	**20%**	10%	21%	23%	-	-	-	*	29%	20%	20%	20%	18%	16%
	2018	44%	22%	**17%**	11%	17%	27%	-	-	-	*	18%	17%	17%	19%	16%	14%
At Masters Grade Level	2019	21%	6%	**2%**	0%	2%	8%	-	-	-	*	12%	0%	2%	3%	2%	1%
	2018	18%	4%	**2%**	0%	2%	0%	-	-	-	*	3%	0%	1%	5%	2%	1%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**99%**	*	98%	*	-	*	-	*	-	*	99%	*	98%	97%
	2018	72%	71%	**99%**	*	98%	100%	-	-	-	*	*	*	98%	100%	98%	100%
At Meets Grade Level or Above	2019	43%	38%	**78%**	*	76%	*	-	*	-	*	-	*	77%	*	79%	71%
	2018	40%	33%	**74%**	*	75%	67%	-	-	-	*	*	*	75%	63%	74%	77%
At Masters Grade Level	2019	17%	9%	**16%**	*	18%	*	-	*	-	*	-	*	16%	*	17%	26%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	18%	11%	**31%**	*	32%	33%	-	-	-	*	*	*	33%	13%	31%	29%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**77%**	51%	78%	88%	-	100%	-	78%	46%	70%	80%	63%	75%	79%
	2018	77%	74%	**78%**	61%	79%	84%	-	*	-	87%	51%	53%	81%	67%	77%	77%
At Meets Grade Level or Above	2019	50%	45%	**38%**	21%	39%	43%	-	100%	-	44%	29%	36%	40%	26%	35%	37%
	2018	48%	42%	**37%**	24%	37%	47%	-	*	-	53%	24%	21%	39%	27%	34%	33%
At Masters Grade Level	2019	24%	18%	**14%**	7%	14%	23%	-	60%	-	11%	13%	18%	16%	7%	13%	14%
	2018	22%	16%	**13%**	8%	12%	24%	-	*	-	27%	10%	3%	14%	9%	12%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**76%**	53%	77%	98%	-	*	-	*	42%	77%	79%	65%	75%	77%
	2018	74%	69%	**75%**	57%	76%	79%	-	*	-	100%	38%	47%	78%	63%	74%	73%
At Meets Grade Level or Above	2019	48%	42%	**39%**	24%	39%	58%	-	*	-	*	31%	46%	41%	29%	36%	37%
	2018	46%	39%	**39%**	28%	39%	56%	-	*	-	50%	22%	20%	42%	30%	37%	38%
At Masters Grade Level	2019	21%	15%	**17%**	8%	16%	33%	-	*	-	*	12%	23%	17%	12%	15%	15%
	2018	19%	14%	**17%**	17%	15%	35%	-	*	-	33%	14%	7%	18%	10%	15%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**80%**	55%	82%	83%	-	*	-	*	55%	77%	83%	65%	78%	81%
	2018	81%	80%	**81%**	70%	81%	88%	-	*	-	83%	60%	67%	83%	74%	80%	80%
At Meets Grade Level or Above	2019	52%	47%	**34%**	18%	35%	33%	-	*	-	*	28%	31%	36%	22%	31%	33%
	2018	50%	43%	**34%**	17%	34%	41%	-	*	-	50%	25%	27%	35%	27%	32%	29%
At Masters Grade Level	2019	26%	21%	**11%**	5%	11%	15%	-	*	-	*	13%	15%	12%	5%	10%	10%
	2018	24%	17%	**9%**	2%	9%	12%	-	*	-	33%	6%	0%	10%	7%	8%	9%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**71%**	41%	73%	79%	-	*	-	*	37%	43%	75%	56%	70%	77%
	2018	80%	78%	**78%**	56%	80%	82%	-	*	-	*	59%	38%	82%	62%	76%	79%
At Meets Grade Level or Above	2019	54%	50%	**43%**	22%	45%	38%	-	*	-	*	29%	29%	46%	29%	40%	45%
	2018	51%	47%	**38%**	26%	38%	41%	-	*	-	*	24%	13%	42%	24%	35%	31%
At Masters Grade Level	2019	25%	19%	**18%**	7%	18%	21%	-	*	-	*	16%	14%	21%	2%	15%	17%
	2018	23%	18%	**12%**	4%	12%	24%	-	*	-	*	10%	0%	13%	8%	12%	10%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	78	**76**	78	75	89	-	*	-	*	70	100	76	77	76	74
	2018	80	76	**73**	71	73	69	-	*	-	*	79	58	73	74	73	71
Grade 5 Mathematics	2019	83	76	**55**	68	53	70	-	*	-	*	64	71	54	60	55	49
	2018	81	74	**60**	67	59	53	-	*	-	*	82	81	58	67	59	51
Grade 6 ELA/Reading	2019	42	42	**37**	32	37	50	-	*	-	*	47	8	37	38	36	34
	2018	47	48	**52**	39	52	74	-	-	-	*	43	57	52	55	51	51
Grade 6 Mathematics	2019	54	50	**53**	43	54	65	-	-	-	*	64	60	54	46	53	54
	2018	56	56	**56**	42	58	41	-	-	-	*	59	67	58	51	56	59
Grade 7 Mathematics	2019	63	57	**45**	*	47	*	-	*	-	*	-	*	45	*	43	49
	2018	67	65	**52**	*	54	50	-	-	-	*	*	*	51	63	47	51
All Grades Both Subjects	2019	69	69	**54**	54	53	70	-	*	-	38	63	56	54	55	53	50
	2018	69	68	**60**	57	60	60	-	*	-	71	63	66	59	62	59	56
All Grades ELA/Reading	2019	68	68	**55**	54	53	73	-	*	-	*	61	50	54	57	54	50
	2018	69	68	**62**	58	62	71	-	*	-	58	56	58	62	65	62	59
All Grades Mathematics	2019	70	70	**53**	54	53	68	-	*	-	*	64	62	53	53	53	51
	2018	70	69	**58**	56	58	49	-	*	-	83	69	73	57	60	57	54

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**32%**	17%	32%	88%	-	-	-	-	17%	32%	29%
	2018	38%	36%	**37%**	*	39%	*	-	-	-	*	20%	37%	29%
Mathematics	2019	45%	48%	**30%**	19%	30%	56%	-	-	-	*	26%	29%	19%
	2018	47%	48%	**46%**	47%	47%	*	-	-	-	*	30%	46%	43%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	73%	**74%**	36%	77%	75%	-	*	-	*	21%	71%	72%
Students Requiring Accelerated Instruction	2019	22%	27%	**26%**	64%	23%	25%	-	*	-	*	79%	29%	28%
STAAR Cumulative Met Standard	2019	86%	83%	**83%**	46%	85%	96%	-	*	-	*	28%	82%	82%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	*	-	*	-	-	-	-	-	-	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	79%	**67%**	36%	71%	63%	-	*	-	*	18%	66%	72%
Students Requiring Accelerated Instruction	2019	17%	21%	**33%**	64%	29%	38%	-	*	-	*	82%	34%	28%
STAAR Cumulative Met Standard	2019	90%	87%	**78%**	41%	81%	79%	-	*	-	*	31%	76%	80%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	*	-	*	-	-	-	-	-	-	*	*

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 821
Grade Span: 05 - 06
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**77%**	76%	-	68%	93%	-	-	-	-	55%	76%	73%
	2018	77%	74%	**78%**	73%	*	65%	94%	-	-	-	-	48%	73%	71%
At Meets Grade Level or Above	2019	50%	45%	**38%**	32%	-	24%	50%	-	-	-	-	24%	32%	31%
	2018	48%	42%	**37%**	27%	*	18%	50%	-	-	-	-	9%	27%	26%
At Masters Grade Level	2019	24%	18%	**14%**	11%	-	6%	21%	-	-	-	-	6%	11%	10%
	2018	22%	16%	**13%**	8%	*	6%	15%	-	-	-	-	0%	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**76%**	72%	-	63%	94%	-	-	-	-	53%	72%	70%
	2018	74%	69%	**75%**	67%	*	56%	94%	-	-	-	-	46%	67%	65%
At Meets Grade Level or Above	2019	48%	42%	**39%**	30%	-	21%	53%	-	-	-	-	20%	30%	29%
	2018	46%	39%	**39%**	31%	*	19%	63%	-	-	-	-	12%	31%	29%
At Masters Grade Level	2019	21%	15%	**17%**	12%	-	6%	24%	-	-	-	-	7%	12%	11%
	2018	19%	14%	**17%**	11%	*	7%	22%	-	-	-	-	0%	11%	10%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**80%**	79%	-	72%	94%	-	-	-	-	57%	79%	76%
	2018	81%	80%	**81%**	77%	*	71%	92%	-	-	-	-	52%	77%	75%
At Meets Grade Level or Above	2019	52%	47%	**34%**	28%	-	24%	38%	-	-	-	-	23%	28%	27%
	2018	50%	43%	**34%**	23%	*	19%	34%	-	-	-	-	7%	23%	21%
At Masters Grade Level	2019	26%	21%	**11%**	8%	-	6%	12%	-	-	-	-	3%	8%	7%
	2018	24%	17%	**9%**	6%	*	6%	6%	-	-	-	-	0%	6%	5%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**71%**	78%	-	71%	92%	-	-	-	-	57%	78%	74%
	2018	80%	78%	**78%**	78%	-	68%	98%	-	-	-	-	42%	78%	75%
At Meets Grade Level or Above	2019	54%	50%	**43%**	43%	-	31%	68%	-	-	-	-	30%	43%	41%
	2018	51%	47%	**38%**	29%	-	17%	53%	-	-	-	-	8%	29%	28%
At Masters Grade Level	2019	25%	19%	**18%**	15%	-	7%	32%	-	-	-	-	9%	15%	14%
	2018	23%	18%	**12%**	9%	-	4%	19%	-	-	-	-	0%	9%	9%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**54%**	49%	-	47%	53%	-	-	-	-	58%	49%	50%
	2018	69%	68%	**60%**	56%	-	57%	50%	-	-	-	-	67%	56%	57%
All Grades ELA/Reading	2019	68%	68%	**55%**	49%	-	51%	39%	-	-	-	-	52%	49%	49%
	2018	69%	68%	**62%**	60%	-	59%	63%	-	-	-	-	67%	60%	61%
All Grades Mathematics	2019	70%	70%	**53%**	49%	-	44%	61%	-	-	-	-	63%	49%	50%
	2018	70%	69%	**58%**	53%	-	56%	43%	-	-	-	-	67%	53%	54%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**32%**	27%	-	27%	-	-	-	-	-	33%	27%	29%
	2018	38%	36%	**37%**	29%	-	27%	*	-	-	-	-	29%	29%	29%
Mathematics	2019	45%	48%	**30%**	21%	-	22%	*	-	-	-	-	17%	21%	19%
	2018	47%	48%	**46%**	48%	-	48%	-	-	-	-	-	*	48%	43%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	99%	100%	99%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**92%**	83%	93%	91%	-	50%	-	100%	92%	93%	92%
Not Included in Accountability													
Mobile	4%	3%	**6%**	15%	5%	6%	-	30%	-	0%	7%	5%	3%
Other Exclusions	1%	2%	**2%**	0%	2%	2%	-	20%	-	0%	1%	2%	5%
Not Tested	1%	1%	**0%**	1%	0%	1%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	1%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	98%	100%	100%
Included in Accountability	94%	94%	**94%**	94%	95%	88%	-	43%	-	100%	93%	94%	93%
Not Included in Accountability													
Mobile	4%	4%	**5%**	6%	4%	12%	-	57%	-	0%	5%	4%	5%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	0%	-	0%	0%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	2%	0%	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%

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.9%**	94.6%	96.0%	95.4%	*	*	*	97.4%	95.2%	96.0%	96.6%
2016-17	95.7%	94.6%	**95.9%**	95.1%	96.1%	94.6%	-	*	-	*	94.4%	95.9%	96.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
Grade Span: 05 - 06
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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Total Students: 821
Grade Span: 05 - 06
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	821	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	408	49.7%	7.5%	7.7%
Grade 6	413	50.3%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	65	7.9%	7.2%	12.6%
Hispanic	700	85.3%	83.4%	52.6%
White	49	6.0%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	3	0.4%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	4	0.5%	0.6%	2.4%
Economically Disadvantaged	748	91.1%	86.3%	60.6%
Non-Educationally Disadvantaged	73	8.9%	13.7%	39.4%
Section 504 Students	63	7.7%	5.6%	6.5%
English Learners (EL)	275	33.5%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	4	0.5%	1.3%	1.4%
Students w/ Dyslexia	42	5.1%	4.1%	3.6%
At-Risk	571	69.5%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	96			
By Type of Primary Disability				
Students with Intellectual Disabilities	42	43.8%	44.2%	42.4%
Students with Physical Disabilities	*	*	16.3%	21.9%
Students with Autism	31	32.3%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	103	12.0%	15.6%	15.4%

District Name: PASADENA ISD
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Campus Number: 101917145

Total Students: 821
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	8	0.9%		
Hispanic	77	9.0%		
White	13	1.5%		
American Indian	1	0.1%		
Asian	3	0.3%		
Pacific Islander	1	0.1%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	0.1%	0.5%	0.0%	0.0%	0.6%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	17.6	18.1	21.2
Grade 6	19.2	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	24.0	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	83.4	100.0%	100.0%	100.0%
Professional Staff:	65.8	78.9%	59.1%	64.1%
Teachers	54.4	65.3%	46.1%	49.8%
Professional Support	8.4	10.1%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	3.6%	2.4%	3.0%
Educational Aides:	17.6	21.1%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	2.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	53.8	64.5%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	5.0	9.2%	10.1%	10.6%
Hispanic	29.0	53.4%	35.2%	27.7%
White	19.4	35.6%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	1.8%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	9.2	16.8%	24.4%	23.8%
Females	45.3	83.2%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	43.4	79.8%	76.3%	73.6%
Masters	11.0	20.2%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.0	11.0%	6.4%	7.0%
1-5 Years Experience	26.1	47.9%	35.0%	28.9%
6-10 Years Experience	9.1	16.8%	21.1%	19.0%
11-20 Years Experience	11.2	20.6%	26.5%	29.3%
Over 20 Years Experience	2.0	3.7%	10.9%	15.7%
Number of Students per Teacher	15.1	n/a	13.9	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.5	6.3
Average Years Experience of Principals with District	4.0	7.3	5.4
Average Years Experience of Assistant Principals	2.5	6.3	5.3
Average Years Experience of Assistant Principals with District	2.5	6.0	4.7
Average Years Experience of Teachers:	6.6	9.7	11.1
Average Years Experience of Teachers with District:	5.6	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,136	$51,929	$47,218
1-5 Years Experience	$54,235	$54,679	$50,408
6-10 Years Experience	$57,307	$56,719	$52,786
11-20 Years Experience	$60,198	$57,147	$56,041
Over 20 Years Experience	$63,108	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,185	$56,382	$54,122
Professional Support	$62,647	$70,595	$64,069
Campus Administration (School Leadership)	$86,424	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

Total Students: 821
Grade Span: 05 - 06
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	286	34.8%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	49	6.0%	5.3%	8.1%
Special Education	96	11.7%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	0.9%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	3.1	5.8%	1.9%	2.0%
Regular Education	38.6	70.8%	68.3%	71.4%
Special Education	11.3	20.7%	13.3%	9.1%
Other	0.9	1.7%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **NELDA SULLIVAN MIDDLE**

Campus Number: **101917146**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Science

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District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

Total Students: 594
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**80%**	-	80%	75%	*	*	-	-	59%	78%	79%	85%	80%	82%
	2018	84%	79%	**67%**	20%	68%	*	-	-	*	-	30%	*	68%	63%	65%	68%
At Meets Grade Level or Above	2019	54%	47%	**40%**	-	39%	63%	*	*	-	-	33%	44%	39%	41%	38%	39%
	2018	54%	45%	**31%**	0%	31%	*	-	-	*	-	17%	*	30%	31%	27%	26%
At Masters Grade Level	2019	29%	21%	**19%**	-	17%	63%	*	*	-	-	11%	22%	18%	22%	18%	16%
	2018	26%	18%	**9%**	0%	9%	*	-	-	*	-	4%	*	8%	12%	8%	7%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	**86%**	-	86%	88%	*	*	-	-	81%	89%	86%	89%	87%	89%
	2018	91%	88%	**79%**	67%	80%	*	-	-	*	-	57%	*	80%	75%	78%	79%
At Meets Grade Level or Above	2019	58%	48%	**42%**	-	41%	75%	*	*	-	-	37%	44%	44%	33%	42%	43%
	2018	58%	48%	**37%**	0%	38%	*	-	-	*	-	30%	*	39%	31%	35%	32%
At Masters Grade Level	2019	36%	25%	**20%**	-	19%	50%	*	*	-	-	26%	22%	22%	11%	20%	18%
	2018	30%	20%	**15%**	0%	15%	*	-	-	*	-	17%	*	15%	13%	13%	15%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	73%	**72%**	-	72%	88%	*	*	-	-	52%	89%	74%	64%	72%	71%
	2018	76%	75%	**71%**	60%	71%	*	-	-	*	-	43%	*	72%	66%	70%	70%
At Meets Grade Level or Above	2019	49%	44%	**46%**	-	45%	88%	*	*	-	-	41%	33%	48%	36%	46%	44%
	2018	41%	35%	**32%**	0%	32%	*	-	-	*	-	26%	*	33%	30%	30%	28%
At Masters Grade Level	2019	24%	19%	**22%**	-	21%	50%	*	*	-	-	30%	11%	23%	16%	22%	19%
	2018	17%	11%	**8%**	0%	8%	*	-	-	*	-	4%	*	8%	8%	7%	7%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	66%	**56%**	*	56%	*	-	-	-	-	44%	60%	56%	55%	55%	51%
	2018	69%	65%	**55%**	60%	55%	56%	-	-	-	*	22%	*	58%	45%	52%	54%
At Meets Grade Level or Above	2019	37%	31%	**25%**	*	25%	*	-	-	-	-	26%	40%	26%	20%	25%	22%
	2018	39%	31%	**21%**	0%	21%	33%	-	-	-	*	14%	*	23%	11%	20%	23%
At Masters Grade Level	2019	18%	12%	**6%**	*	7%	*	-	-	-	-	4%	40%	7%	2%	6%	4%
	2018	19%	14%	**8%**	0%	8%	11%	-	-	-	*	11%	*	8%	5%	7%	7%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	73%	**71%**	*	71%	*	-	-	-	-	41%	80%	71%	70%	71%	71%
	2018	77%	68%	**60%**	60%	61%	43%	-	-	-	*	37%	*	62%	53%	60%	63%
At Meets Grade Level or Above	2019	47%	26%	**23%**	*	23%	*	-	-	-	-	30%	60%	24%	21%	23%	20%
	2018	44%	22%	**12%**	0%	13%	14%	-	-	-	*	20%	*	12%	12%	12%	13%
At Masters Grade Level	2019	21%	6%	**4%**	*	5%	*	-	-	-	-	15%	0%	4%	5%	4%	5%
	2018	18%	4%	**2%**	0%	2%	0%	-	-	-	*	11%	*	2%	2%	2%	3%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%
	2018	72%	71%	**95%**	-	95%	*	-	-	-	-	-	*	95%	*	94%	96%
At Meets Grade Level or Above	2019	43%	38%	**71%**	-	71%	-	-	-	-	-	-	-	71%	*	69%	64%
	2018	40%	33%	**43%**	-	40%	*	-	-	-	-	-	*	40%	*	42%	54%
At Masters Grade Level	2019	17%	9%	**11%**	-	11%	-	-	-	-	-	-	-	12%	*	9%	9%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

Total Students: 594
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	18%	11%	**14%**	-	12%	*	-	-	-	-	-	*	15%	*	14%	17%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**74%**	*	74%	83%	*	*	-	-	56%	81%	74%	73%	74%	73%
	2018	77%	74%	**67%**	54%	68%	63%	-	-	*	*	36%	70%	69%	61%	66%	67%
At Meets Grade Level or Above	2019	50%	45%	**36%**	*	36%	70%	*	*	-	-	33%	43%	37%	31%	36%	35%
	2018	48%	42%	**27%**	0%	28%	41%	-	-	*	*	21%	35%	28%	23%	25%	25%
At Masters Grade Level	2019	24%	18%	**15%**	*	14%	43%	*	*	-	-	17%	19%	15%	11%	14%	13%
	2018	22%	16%	**8%**	0%	9%	11%	-	-	*	*	10%	15%	9%	8%	8%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**68%**	*	68%	82%	*	*	-	-	52%	71%	68%	70%	67%	67%
	2018	74%	69%	**61%**	40%	62%	58%	-	-	*	*	25%	75%	63%	53%	58%	61%
At Meets Grade Level or Above	2019	48%	42%	**32%**	*	32%	55%	*	*	-	-	30%	43%	33%	31%	32%	31%
	2018	46%	39%	**26%**	0%	26%	33%	-	-	*	*	15%	50%	27%	21%	23%	25%
At Masters Grade Level	2019	21%	15%	**13%**	*	12%	45%	*	*	-	-	7%	29%	13%	12%	12%	10%
	2018	19%	14%	**8%**	0%	8%	17%	-	-	*	*	8%	25%	8%	8%	7%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**80%**	*	80%	82%	*	*	-	-	61%	86%	80%	80%	81%	82%
	2018	81%	80%	**72%**	64%	72%	58%	-	-	*	*	45%	75%	73%	65%	71%	73%
At Meets Grade Level or Above	2019	52%	47%	**36%**	*	35%	73%	*	*	-	-	33%	50%	37%	28%	35%	34%
	2018	50%	43%	**26%**	0%	27%	42%	-	-	*	*	24%	25%	27%	23%	25%	25%
At Masters Grade Level	2019	26%	21%	**13%**	*	12%	36%	*	*	-	-	20%	14%	14%	8%	13%	12%
	2018	24%	17%	**9%**	0%	9%	8%	-	-	*	*	14%	13%	9%	7%	8%	9%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**72%**	-	72%	88%	*	*	-	-	52%	89%	74%	64%	72%	71%
	2018	80%	78%	**71%**	60%	71%	*	-	-	*	-	43%	*	72%	66%	70%	70%
At Meets Grade Level or Above	2019	54%	50%	**46%**	-	45%	88%	*	*	-	-	41%	33%	48%	36%	46%	44%
	2018	51%	47%	**32%**	0%	32%	*	-	-	*	-	26%	*	33%	30%	30%	28%
At Masters Grade Level	2019	25%	19%	**22%**	-	21%	50%	*	*	-	-	30%	11%	23%	16%	22%	19%
	2018	23%	18%	**8%**	0%	8%	*	-	-	*	-	4%	*	8%	8%	7%	7%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

Total Students: 594
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	78	**78**	*	78	94	*	*	-	-	67	83	78	84	78	83
	2018	80	76	**68**	*	68	*	-	-	*	-	64	*	67	71	67	68
Grade 5 Mathematics	2019	83	76	**77**	*	77	81	*	*	-	-	88	67	77	77	76	81
	2018	81	74	**72**	50	73	*	-	-	*	-	93	*	72	68	69	66
Grade 6 ELA/Reading	2019	42	42	**43**	*	43	*	-	-	-	-	54	80	46	30	44	40
	2018	47	48	**49**	*	48	72	-	-	-	*	44	*	49	48	48	47
Grade 6 Mathematics	2019	54	50	**52**	*	51	*	-	-	-	-	37	70	53	45	52	53
	2018	56	56	**55**	*	55	43	-	-	-	*	50	*	56	50	54	57
Grade 7 Mathematics	2019	63	57	**26**	-	26	-	-	-	-	-	-	-	26	*	25	25
	2018	67	65	**43**	-	42	*	-	-	-	-	-	*	45	*	44	48
All Grades Both Subjects	2019	69	69	**62**	67	61	82	*	*	-	-	61	75	62	59	62	64
	2018	69	68	**60**	59	60	54	-	-	*	*	59	75	60	58	59	59
All Grades ELA/Reading	2019	68	68	**61**	*	61	86	*	*	-	-	60	82	62	57	61	62
	2018	69	68	**58**	69	58	63	-	-	*	*	52	100	58	59	57	57
All Grades Mathematics	2019	70	70	**63**	*	62	77	*	*	-	-	62	68	63	61	62	65
	2018	70	69	**62**	50	63	46	-	-	*	*	67	50	63	58	61	61

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

Total Students: 594
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**32%**	*	32%	*	-	-	-	-	25%	32%	36%
	2018	38%	36%	**24%**	*	24%	*	-	-	*	-	11%	24%	25%
Mathematics	2019	45%	48%	**45%**	*	46%	*	-	-	-	-	33%	45%	47%
	2018	47%	48%	**40%**	*	41%	*	-	-	-	-	29%	40%	35%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	73%	**67%**	*	67%	71%	*	*	-	-	11%	66%	50%
Students Requiring Accelerated Instruction														
	2019	22%	27%	**33%**	*	33%	29%	*	*	-	-	89%	34%	50%
STAAR Cumulative Met Standard														
	2019	86%	83%	**79%**	-	79%	71%	*	*	-	-	39%	79%	70%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	**100%**	-	100%	-	-	-	-	-	-	100%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	79%	**71%**	*	71%	86%	*	*	-	-	33%	72%	61%
Students Requiring Accelerated Instruction														
	2019	17%	21%	**29%**	*	29%	14%	*	*	-	-	67%	28%	39%
STAAR Cumulative Met Standard														
	2019	90%	87%	**86%**	-	85%	86%	*	*	-	-	72%	86%	81%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	-	-	-	-	-	-	*	-

TEXAS EDUCATION AGENCY

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 594
Grade Span: 05 - 06
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**74%**	60%	-	60%	-	-	-	-	-	61%	60%	60%
	2018	77%	74%	**67%**	54%	-	53%	83%	-	*	-	*	63%	54%	55%
At Meets Grade Level or Above	2019	50%	45%	**36%**	18%	-	18%	-	-	-	-	-	25%	18%	18%
	2018	48%	42%	**27%**	12%	-	12%	17%	-	*	-	*	14%	12%	12%
At Masters Grade Level	2019	24%	18%	**15%**	5%	-	5%	-	-	-	-	-	8%	5%	6%
	2018	22%	16%	**8%**	2%	-	2%	0%	-	*	-	*	4%	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**68%**	50%	-	50%	-	-	-	-	-	55%	50%	50%
	2018	74%	69%	**61%**	43%	-	43%	*	-	*	-	*	52%	44%	44%
At Meets Grade Level or Above	2019	48%	42%	**32%**	13%	-	13%	-	-	-	-	-	20%	13%	14%
	2018	46%	39%	**26%**	8%	-	8%	*	-	*	-	*	13%	9%	9%
At Masters Grade Level	2019	21%	15%	**13%**	3%	-	3%	-	-	-	-	-	5%	3%	3%
	2018	19%	14%	**8%**	1%	-	1%	*	-	*	-	*	4%	1%	1%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**80%**	72%	-	72%	-	-	-	-	-	65%	72%	71%
	2018	81%	80%	**72%**	63%	-	62%	*	-	*	-	*	61%	63%	63%
At Meets Grade Level or Above	2019	52%	47%	**36%**	18%	-	18%	-	-	-	-	-	25%	18%	19%
	2018	50%	43%	**26%**	14%	-	14%	*	-	*	-	*	13%	14%	14%
At Masters Grade Level	2019	26%	21%	**13%**	5%	-	5%	-	-	-	-	-	5%	5%	5%
	2018	24%	17%	**9%**	3%	-	3%	*	-	*	-	*	4%	3%	3%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**72%**	56%	-	56%	-	-	-	-	-	64%	56%	56%
	2018	80%	78%	**71%**	56%	-	56%	*	-	-	-	-	91%	56%	59%
At Meets Grade Level or Above	2019	54%	50%	**46%**	25%	-	25%	-	-	-	-	-	36%	25%	26%
	2018	51%	47%	**32%**	14%	-	15%	*	-	-	-	-	18%	14%	15%
At Masters Grade Level	2019	25%	19%	**22%**	9%	-	9%	-	-	-	-	-	18%	9%	10%
	2018	23%	18%	**8%**	3%	-	3%	*	-	-	-	-	0%	3%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**62%**	66%	-	66%	-	-	-	-	-	59%	66%	65%
	2018	69%	68%	**60%**	58%	-	58%	*	-	*	-	*	65%	58%	58%
All Grades ELA/Reading	2019	68%	68%	**61%**	62%	-	62%	-	-	-	-	-	53%	62%	61%
	2018	69%	68%	**58%**	55%	-	55%	*	-	*	-	*	65%	55%	56%
All Grades Mathematics	2019	70%	70%	**63%**	69%	-	69%	-	-	-	-	-	65%	69%	69%
	2018	70%	69%	**62%**	60%	-	60%	*	-	*	-	*	65%	60%	60%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**32%**	36%	-	36%	-	-	-	-	-	36%	36%	36%
	2018	38%	36%	**24%**	23%	-	23%	-	-	-	-	-	44%	23%	25%
Mathematics	2019	45%	48%	**45%**	49%	-	49%	-	-	-	-	-	38%	49%	47%
	2018	47%	48%	**40%**	36%	-	36%	-	-	-	-	-	*	36%	35%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

Total Students: 594
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	*	-	-	100%	100%	100%
Included in Accountability	94%	94%	**96%**	*	96%	91%	*	*	-	-	94%	96%	96%
Not Included in Accountability													
Mobile	4%	3%	**4%**	*	3%	9%	*	*	-	-	6%	3%	2%
Other Exclusions	1%	2%	**1%**	*	1%	0%	*	*	-	-	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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	*	*	99%	100%	100%
Included in Accountability	94%	94%	**96%**	93%	96%	100%	-	-	*	*	94%	96%	97%
Not Included in Accountability													
Mobile	4%	4%	**4%**	7%	4%	0%	-	-	*	*	5%	4%	3%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	-	*	*	0%	0%	0%
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%

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

Total Students: 594
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.8%**	92.1%	95.9%	95.0%	*	-	*	*	94.3%	95.7%	96.6%
2016-17	95.7%	94.6%	**96.4%**	95.8%	96.5%	95.7%	*	-	-	*	94.8%	96.4%	96.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

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Campus Number: 101917146

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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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 594
Grade Span: 05 - 06
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

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2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

Total Students: 594
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

Total Students: 594
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	594	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	296	49.8%	7.5%	7.7%
Grade 6	298	50.2%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	6	1.0%	7.2%	12.6%
Hispanic	569	95.8%	83.4%	52.6%
White	16	2.7%	5.6%	27.4%
American Indian	1	0.2%	0.1%	0.4%
Asian	1	0.2%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	1	0.2%	0.6%	2.4%
Economically Disadvantaged	554	93.3%	86.3%	60.6%
Non-Educationally Disadvantaged	40	6.7%	13.7%	39.4%
Section 504 Students	31	5.2%	5.6%	6.5%
English Learners (EL)	217	36.5%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	9	1.3%	1.3%	1.4%
Students w/ Dyslexia	25	4.2%	4.1%	3.6%
At-Risk	397	66.8%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	55			
By Type of Primary Disability				
Students with Intellectual Disabilities	25	45.5%	44.2%	42.4%
Students with Physical Disabilities	*	*	16.3%	21.9%
Students with Autism	23	41.8%	21.4%	13.7%
Students with Behavioral Disabilities	**	**	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	68	10.0%	15.6%	15.4%

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

Total Students: 594
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	5	0.7%		
Hispanic	59	8.7%		
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%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	0.1%	0.5%	0.0%	0.0%	0.6%
Grade 6	0.3%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	19.5	18.1	21.2
Grade 6	22.0	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

Total Students: 594
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	69.9	100.0%	100.0%	100.0%
Professional Staff:	55.1	78.9%	59.1%	64.1%
Teachers	45.7	65.4%	46.1%	49.8%
Professional Support	6.4	9.1%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	4.3%	2.4%	3.0%
Educational Aides:	14.8	21.1%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	2.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	40.2	57.5%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	9.0	19.7%	10.1%	10.6%
Hispanic	16.0	35.0%	35.2%	27.7%
White	17.7	38.8%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.4%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.2%	1.1%	1.1%
Males	12.7	27.8%	24.4%	23.8%
Females	33.0	72.2%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	37.7	82.5%	76.3%	73.6%
Masters	8.0	17.5%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.4%	6.4%	7.0%
1-5 Years Experience	25.0	54.7%	35.0%	28.9%
6-10 Years Experience	11.0	24.1%	21.1%	19.0%
11-20 Years Experience	7.7	16.9%	26.5%	29.3%
Over 20 Years Experience	0.0	0.0%	10.9%	15.7%
Number of Students per Teacher	13.0	n/a	13.9	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

Total Students: 594
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.5	6.3
Average Years Experience of Principals with District	4.0	7.3	5.4
Average Years Experience of Assistant Principals	8.0	6.3	5.3
Average Years Experience of Assistant Principals with District	8.0	6.0	4.7
Average Years Experience of Teachers:	6.1	9.7	11.1
Average Years Experience of Teachers with District:	4.3	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,140	$51,929	$47,218
1-5 Years Experience	$54,177	$54,679	$50,408
6-10 Years Experience	$55,561	$56,719	$52,786
11-20 Years Experience	$57,294	$57,147	$56,041
Over 20 Years Experience	-	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,992	$56,382	$54,122
Professional Support	$63,122	$70,595	$64,069
Campus Administration (School Leadership)	$88,939	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

Total Students: 594
Grade Span: 05 - 06
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	198	33.3%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	35	5.9%	5.3%	8.1%
Special Education	55	9.3%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.6	1.4%	1.9%	2.0%
Regular Education	32.4	70.8%	68.3%	71.4%
Special Education	12.7	27.7%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **FRED ROBERTS MIDDLE**

Campus Number: **101917147**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the 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
2018-19 Campus STAAR Performance

Total Students: 612
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**85%**	78%	85%	88%	-	87%	-	*	67%	100%	87%	79%	83%	84%
	2018	84%	79%	**85%**	78%	85%	95%	-	100%	*	*	59%	90%	87%	81%	85%	88%
At Meets Grade Level or Above	2019	54%	47%	**49%**	44%	48%	50%	-	73%	-	*	40%	56%	54%	38%	48%	50%
	2018	54%	45%	**51%**	46%	48%	68%	-	86%	*	*	45%	50%	53%	48%	49%	50%
At Masters Grade Level	2019	29%	21%	**25%**	22%	24%	19%	-	47%	-	*	12%	33%	30%	12%	24%	29%
	2018	26%	18%	**25%**	16%	24%	32%	-	50%	*	*	7%	20%	26%	20%	23%	25%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	87%	**96%**	88%	97%	94%	-	100%	-	*	86%	89%	97%	92%	95%	97%
	2018	91%	88%	**95%**	92%	95%	100%	-	100%	*	*	86%	100%	95%	94%	95%	96%
At Meets Grade Level or Above	2019	58%	48%	**56%**	31%	58%	44%	-	87%	-	*	38%	67%	63%	38%	55%	64%
	2018	58%	48%	**53%**	42%	53%	47%	-	82%	*	*	45%	20%	56%	43%	53%	54%
At Masters Grade Level	2019	36%	25%	**29%**	13%	30%	19%	-	67%	-	*	19%	22%	33%	17%	28%	37%
	2018	30%	20%	**23%**	8%	22%	37%	-	55%	*	*	10%	20%	25%	16%	23%	26%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	73%	**77%**	69%	77%	73%	-	93%	-	*	60%	89%	80%	67%	75%	78%
	2018	76%	75%	**77%**	69%	76%	84%	-	100%	*	*	62%	80%	79%	71%	79%	80%
At Meets Grade Level or Above	2019	49%	44%	**50%**	31%	51%	33%	-	87%	-	*	38%	44%	57%	32%	48%	55%
	2018	41%	35%	**37%**	20%	37%	47%	-	77%	*	*	41%	20%	37%	40%	37%	41%
At Masters Grade Level	2019	24%	19%	**24%**	16%	24%	20%	-	40%	-	*	14%	0%	27%	16%	22%	25%
	2018	17%	11%	**14%**	4%	13%	21%	-	45%	*	*	3%	10%	15%	12%	13%	17%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	66%	**75%**	75%	72%	85%	-	100%	-	*	48%	86%	77%	69%	74%	71%
	2018	69%	65%	**71%**	72%	66%	81%	*	96%	-	40%	33%	*	72%	67%	69%	73%
At Meets Grade Level or Above	2019	37%	31%	**45%**	41%	42%	50%	-	85%	-	*	28%	29%	47%	38%	45%	38%
	2018	39%	31%	**39%**	39%	36%	44%	*	59%	-	40%	27%	*	40%	35%	38%	39%
At Masters Grade Level	2019	18%	12%	**22%**	18%	18%	20%	-	60%	-	*	4%	14%	24%	14%	21%	19%
	2018	19%	14%	**16%**	8%	17%	19%	*	22%	-	0%	3%	*	17%	12%	16%	15%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	73%	**87%**	81%	87%	100%	-	100%	-	*	78%	100%	89%	82%	86%	86%
	2018	77%	68%	**77%**	68%	78%	67%	*	92%	-	*	60%	*	79%	69%	75%	85%
At Meets Grade Level or Above	2019	47%	26%	**41%**	38%	40%	29%	-	100%	-	*	30%	40%	43%	34%	43%	41%
	2018	44%	22%	**31%**	26%	28%	22%	*	77%	-	*	33%	*	31%	31%	27%	36%
At Masters Grade Level	2019	21%	6%	**10%**	3%	10%	14%	-	60%	-	*	17%	0%	10%	9%	10%	12%
	2018	18%	4%	**5%**	6%	3%	0%	*	23%	-	*	10%	*	4%	8%	4%	4%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	76%	**100%**	100%	100%	100%	-	100%	-	-	*	*	100%	100%	100%	100%
	2018	72%	71%	**97%**	100%	98%	100%	-	100%	-	*	-	-	97%	100%	96%	93%
At Meets Grade Level or Above	2019	43%	38%	**95%**	86%	94%	100%	-	100%	-	-	*	*	94%	100%	95%	93%
	2018	40%	33%	**76%**	60%	70%	100%	-	93%	-	*	-	-	78%	63%	73%	75%
At Masters Grade Level	2019	17%	9%	**44%**	29%	38%	50%	-	67%	-	-	*	*	47%	22%	41%	36%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	18%	11%	**33%**	40%	25%	14%	-	64%	-	*	-	-	37%	0%	35%	32%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**85%**	79%	84%	89%	-	96%	-	100%	69%	93%	87%	78%	84%	84%
	2018	77%	74%	**82%**	77%	81%	89%	*	98%	*	71%	60%	84%	83%	78%	82%	85%
At Meets Grade Level or Above	2019	50%	45%	**51%**	39%	50%	46%	-	87%	-	100%	36%	49%	55%	38%	50%	52%
	2018	48%	42%	**45%**	36%	42%	53%	*	78%	*	38%	38%	24%	46%	41%	43%	46%
At Masters Grade Level	2019	24%	18%	**24%**	15%	23%	21%	-	56%	-	38%	14%	17%	27%	14%	23%	26%
	2018	22%	16%	**18%**	10%	17%	24%	*	43%	*	0%	7%	13%	19%	14%	17%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**80%**	76%	78%	86%	-	94%	-	100%	60%	94%	81%	74%	79%	78%
	2018	74%	69%	**78%**	76%	76%	89%	*	98%	*	67%	46%	79%	79%	75%	77%	81%
At Meets Grade Level or Above	2019	48%	42%	**47%**	42%	45%	50%	-	80%	-	100%	36%	44%	50%	38%	47%	44%
	2018	46%	39%	**46%**	43%	42%	57%	*	71%	*	44%	36%	36%	47%	42%	44%	45%
At Masters Grade Level	2019	21%	15%	**23%**	20%	21%	19%	-	54%	-	60%	9%	25%	27%	13%	23%	24%
	2018	19%	14%	**21%**	13%	21%	26%	*	35%	*	0%	5%	14%	22%	17%	20%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**93%**	86%	93%	97%	-	100%	-	100%	84%	94%	95%	89%	92%	94%
	2018	81%	80%	**89%**	84%	89%	91%	*	98%	*	67%	73%	93%	90%	85%	88%	91%
At Meets Grade Level or Above	2019	52%	47%	**55%**	39%	55%	47%	-	94%	-	100%	36%	56%	60%	40%	55%	59%
	2018	50%	43%	**47%**	37%	45%	51%	*	84%	*	33%	39%	14%	50%	40%	45%	50%
At Masters Grade Level	2019	26%	21%	**24%**	9%	23%	22%	-	66%	-	20%	18%	19%	27%	14%	23%	28%
	2018	24%	17%	**18%**	9%	15%	23%	*	49%	*	0%	10%	14%	19%	12%	17%	18%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	**77%**	69%	77%	73%	-	93%	-	*	60%	89%	80%	67%	75%	78%
	2018	80%	78%	**77%**	69%	76%	84%	-	100%	*	*	62%	80%	79%	71%	79%	80%
At Meets Grade Level or Above	2019	54%	50%	**50%**	31%	51%	33%	-	87%	-	*	38%	44%	57%	32%	48%	55%
	2018	51%	47%	**37%**	20%	37%	47%	-	77%	*	*	41%	20%	37%	40%	37%	41%
At Masters Grade Level	2019	25%	19%	**24%**	16%	24%	20%	-	40%	-	*	14%	0%	27%	16%	22%	25%
	2018	23%	18%	**14%**	4%	13%	21%	-	45%	*	*	3%	10%	15%	12%	13%	17%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 5 ELA/Reading	2019	81	78	**81**	91	77	91	-	100	-	*	80	94	81	81	81	77
	2018	80	76	**79**	74	77	95	-	84	*	*	84	85	80	74	77	80
Grade 5 Mathematics	2019	83	76	**93**	91	93	84	-	100	-	*	96	94	94	90	92	93
	2018	81	74	**79**	78	80	89	-	64	*	*	80	75	78	85	80	75
Grade 6 ELA/Reading	2019	42	42	**54**	49	53	55	-	75	-	*	30	36	56	47	53	54
	2018	47	48	**53**	63	50	53	*	63	-	30	38	*	54	48	52	51
Grade 6 Mathematics	2019	54	50	**66**	56	66	69	-	100	-	*	64	100	67	61	66	69
	2018	56	56	**66**	60	67	56	*	70	-	*	71	*	69	58	65	70
Grade 7 Mathematics	2019	63	57	**65**	75	61	50	-	80	-	-	*	*	70	25	61	57
	2018	67	65	**53**	40	53	43	-	68	-	*	-	-	57	25	55	50
All Grades Both Subjects	2019	69	69	**73**	70	72	72	-	89	-	95	74	80	74	71	73	74
	2018	69	68	**69**	69	68	74	*	70	*	64	68	75	69	67	68	68
All Grades ELA/Reading	2019	68	68	**67**	67	65	71	-	86	-	90	62	69	68	66	67	67
	2018	69	68	**66**	69	64	76	*	73	*	56	61	79	67	63	65	66
All Grades Mathematics	2019	70	70	**79**	72	79	73	-	91	-	100	85	91	80	75	79	80
	2018	70	69	**72**	69	73	72	*	66	*	72	76	71	72	71	72	70

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**44%**	54%	40%	*	-	*	-	*	20%	43%	35%
	2018	38%	36%	**39%**	32%	40%	*	-	*	*	*	*	39%	40%
Mathematics	2019	45%	48%	**80%**	65%	83%	86%	-	*	-	-	68%	80%	79%
	2018	47%	48%	**65%**	59%	68%	71%	-	*	*	*	68%	66%	65%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	73%	**75%**	63%	76%	75%	-	75%	-	*	45%	73%	51%
Students Requiring Accelerated Instruction	2019	22%	27%	**25%**	37%	24%	25%	-	25%	-	*	55%	27%	49%
STAAR Cumulative Met Standard	2019	86%	83%	**83%**	77%	84%	88%	-	81%	-	*	58%	82%	68%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	79%	**90%**	83%	91%	81%	-	100%	-	*	73%	89%	86%
Students Requiring Accelerated Instruction	2019	17%	21%	**10%**	17%	9%	19%	-	0%	-	*	27%	11%	14%
STAAR Cumulative Met Standard	2019	90%	87%	**95%**	87%	96%	94%	-	100%	-	*	82%	94%	92%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	100%	*	-	*	-	-	-	-	-	-	*	*

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 612
Grade Span: 05 - 06
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**85%**	71%	-	71%	-	-	83%	-	83%	72%	72%	72%
	2018	77%	74%	**82%**	67%	-	67%	-	-	89%	-	89%	68%	70%	69%
At Meets Grade Level or Above	2019	50%	45%	**51%**	28%	-	28%	-	-	56%	-	56%	36%	30%	31%
	2018	48%	42%	**45%**	15%	-	15%	-	-	67%	-	67%	11%	20%	18%
At Masters Grade Level	2019	24%	18%	**24%**	9%	-	9%	-	-	11%	-	11%	14%	9%	10%
	2018	22%	16%	**18%**	3%	-	3%	-	-	44%	-	44%	0%	7%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**80%**	59%	-	59%	-	-	71%	-	71%	60%	59%	60%
	2018	74%	69%	**78%**	54%	-	54%	-	-	86%	-	86%	70%	57%	60%
At Meets Grade Level or Above	2019	48%	42%	**47%**	18%	-	18%	-	-	43%	-	43%	15%	20%	19%
	2018	46%	39%	**46%**	11%	-	11%	-	-	57%	-	57%	15%	15%	15%
At Masters Grade Level	2019	21%	15%	**23%**	3%	-	3%	-	-	14%	-	14%	10%	4%	5%
	2018	19%	14%	**21%**	5%	-	5%	-	-	43%	-	43%	0%	8%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**93%**	90%	-	90%	-	-	100%	-	100%	85%	91%	90%
	2018	81%	80%	**89%**	85%	-	85%	-	-	86%	-	86%	80%	85%	84%
At Meets Grade Level or Above	2019	52%	47%	**55%**	34%	-	34%	-	-	71%	-	71%	55%	37%	40%
	2018	50%	43%	**47%**	22%	-	22%	-	-	71%	-	71%	10%	26%	23%
At Masters Grade Level	2019	26%	21%	**24%**	12%	-	12%	-	-	14%	-	14%	20%	12%	13%
	2018	24%	17%	**18%**	2%	-	2%	-	-	43%	-	43%	0%	6%	4%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	**77%**	58%	-	58%	-	-	*	-	*	70%	59%	61%
	2018	80%	78%	**77%**	61%	-	61%	-	-	*	-	*	46%	65%	60%
At Meets Grade Level or Above	2019	54%	50%	**50%**	35%	-	35%	-	-	*	-	*	40%	36%	36%
	2018	51%	47%	**37%**	12%	-	12%	-	-	*	-	*	8%	19%	16%
At Masters Grade Level	2019	25%	19%	**24%**	13%	-	13%	-	-	*	-	*	10%	12%	12%
	2018	23%	18%	**14%**	3%	-	3%	-	-	*	-	*	0%	8%	6%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**73%**	68%	-	68%	-	-	75%	-	75%	73%	68%	69%
	2018	69%	68%	**69%**	64%	-	64%	-	-	64%	-	64%	81%	64%	68%
All Grades ELA/Reading	2019	68%	68%	**67%**	59%	-	59%	-	-	79%	-	79%	55%	60%	59%
	2018	69%	68%	**66%**	58%	-	58%	-	-	64%	-	64%	75%	59%	63%
All Grades Mathematics	2019	70%	70%	**79%**	76%	-	76%	-	-	71%	-	71%	90%	76%	78%
	2018	70%	69%	**72%**	69%	-	69%	-	-	64%	-	64%	88%	69%	73%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**44%**	36%	-	36%	-	-	*	-	*	29%	36%	35%
	2018	38%	36%	**39%**	32%	-	32%	-	-	*	-	*	62%	31%	40%
Mathematics	2019	45%	48%	**80%**	83%	-	83%	-	-	*	-	*	*	83%	79%
	2018	47%	48%	**65%**	65%	-	65%	-	-	*	-	*	71%	63%	65%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**91%**	88%	91%	94%	-	90%	-	81%	88%	92%	85%
Not Included in Accountability													
Mobile	4%	3%	**8%**	12%	7%	6%	-	2%	-	19%	11%	7%	7%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	-	7%	-	0%	1%	2%	8%
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%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**91%**	94%	91%	87%	*	90%	*	91%	92%	92%	79%
Not Included in Accountability													
Mobile	4%	4%	**6%**	6%	6%	13%	*	2%	*	9%	5%	5%	7%
Other Exclusions	1%	2%	**3%**	0%	3%	0%	*	8%	*	0%	3%	3%	14%
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: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**95.5%**	94.9%	95.7%	93.4%	*	97.8%	*	89.6%	93.9%	95.5%	96.0%
2016-17	95.7%	94.6%	**96.1%**	94.9%	96.5%	94.2%	-	97.5%	*	92.7%	94.8%	96.0%	96.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 612
Grade Span: 05 - 06
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
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Campus Number: 101917147

Total Students: 612
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Other Postsecondary Indicators

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	612	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.3%	4.4%
Kindergarten	0	0.0%	6.4%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.0%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.7%	7.6%
Grade 5	296	48.4%	7.5%	7.7%
Grade 6	316	51.6%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	85	13.9%	7.2%	12.6%
Hispanic	446	72.9%	83.4%	52.6%
White	38	6.2%	5.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	39	6.4%	3.0%	4.5%
Pacific Islander	0	0.0%	0.1%	0.2%
Two or More Races	4	0.7%	0.6%	2.4%
Economically Disadvantaged	528	86.3%	86.3%	60.6%
Non-Educationally Disadvantaged	84	13.7%	13.7%	39.4%
Section 504 Students	62	10.1%	5.6%	6.5%
English Learners (EL)	134	21.9%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	3	0.4%	1.3%	1.4%
Students w/ Dyslexia	46	7.5%	4.1%	3.6%
At-Risk	357	58.3%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	70			
By Type of Primary Disability				
Students with Intellectual Disabilities	25	35.7%	44.2%	42.4%
Students with Physical Disabilities	5	7.1%	16.3%	21.9%
Students with Autism	18	25.7%	21.4%	13.7%
Students with Behavioral Disabilities	22	31.4%	17.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	84	12.5%	15.6%	15.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Student Information

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	17	2.5%		
Hispanic	51	7.6%		
White	11	1.6%		
American Indian	0	0.0%		
Asian	3	0.4%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.3%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.7%	-	1.8%	6.2%
Grade 1	-	10.1%	3.1%	-	12.3%	5.5%
Grade 2	-	6.5%	1.8%	-	4.1%	2.3%
Grade 3	-	2.7%	1.1%	-	0.8%	0.9%
Grade 4	-	0.6%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	0.1%	0.5%	0.0%	0.0%	0.6%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.5	18.9
Grade 1	-	17.7	18.8
Grade 2	-	17.0	18.7
Grade 3	-	16.9	18.9
Grade 4	-	16.8	19.2
Grade 5	20.6	18.1	21.2
Grade 6	20.6	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	70.4	100.0%	100.0%	100.0%
Professional Staff:	55.6	79.0%	59.1%	64.1%
Teachers	45.0	64.0%	46.1%	49.8%
Professional Support	7.6	10.8%	9.6%	10.1%
Campus Administration (School Leadership)	3.0	4.3%	2.4%	3.0%
Educational Aides:	14.8	21.0%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	2.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	40.7	57.8%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.0	6.7%	10.1%	10.6%
Hispanic	14.0	31.1%	35.2%	27.7%
White	26.0	57.8%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.4%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	12.0	26.6%	24.4%	23.8%
Females	33.0	73.4%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	37.0	82.1%	76.3%	73.6%
Masters	8.0	17.9%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.4%	6.4%	7.0%
1-5 Years Experience	20.0	44.4%	35.0%	28.9%
6-10 Years Experience	10.0	22.2%	21.1%	19.0%
11-20 Years Experience	9.0	20.1%	26.5%	29.3%
Over 20 Years Experience	4.0	8.9%	10.9%	15.7%
Number of Students per Teacher	13.6	n/a	13.9	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
Grade Span: 05 - 06
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.5	6.3
Average Years Experience of Principals with District	4.0	7.3	5.4
Average Years Experience of Assistant Principals	2.5	6.3	5.3
Average Years Experience of Assistant Principals with District	2.5	6.0	4.7
Average Years Experience of Teachers:	8.2	9.7	11.1
Average Years Experience of Teachers with District:	6.4	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,540	$51,929	$47,218
1-5 Years Experience	$55,599	$54,679	$50,408
6-10 Years Experience	$53,565	$56,719	$52,786
11-20 Years Experience	$58,310	$57,147	$56,041
Over 20 Years Experience	$63,876	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,335	$56,382	$54,122
Professional Support	$58,828	$70,595	$64,069
Campus Administration (School Leadership)	$86,467	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

Total Students: 612
Grade Span: 05 - 06
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	112	18.3%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	40	6.5%	5.3%	8.1%
Special Education	70	11.4%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	2.5	5.6%	1.9%	2.0%
Regular Education	34.4	76.4%	68.3%	71.4%
Special Education	8.1	17.9%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **THOMAS HANCOCK EL**

Campus Number: **101917148**

2019 Accountability Rating: **F**

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**73%**	76%	67%	*	-	*	-	-	33%	-	73%	74%	72%	63%
	2018	77%	78%	**77%**	62%	85%	-	-	*	-	-	*	*	78%	76%	75%	82%
At Meets Grade Level or Above	2019	45%	42%	**32%**	24%	31%	*	-	*	-	-	33%	-	30%	37%	33%	32%
	2018	43%	40%	**32%**	14%	41%	-	-	*	-	-	*	*	36%	24%	25%	32%
At Masters Grade Level	2019	27%	23%	**19%**	12%	17%	*	-	*	-	-	17%	-	15%	26%	19%	21%
	2018	25%	19%	**10%**	0%	13%	-	-	*	-	-	*	*	11%	6%	7%	9%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	78%	**77%**	78%	75%	*	-	*	-	-	33%	-	75%	80%	76%	74%
	2018	78%	78%	**76%**	67%	79%	-	-	*	-	-	*	*	76%	76%	73%	86%
At Meets Grade Level or Above	2019	49%	41%	**33%**	28%	33%	*	-	*	-	-	17%	-	30%	40%	33%	26%
	2018	47%	40%	**32%**	24%	33%	-	-	*	-	-	*	*	36%	24%	29%	27%
At Masters Grade Level	2019	25%	17%	**12%**	6%	14%	*	-	*	-	-	17%	-	13%	10%	9%	16%
	2018	23%	16%	**13%**	10%	13%	-	-	*	-	-	*	*	13%	12%	13%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**67%**	50%	74%	-	-	*	-	-	29%	-	76%	52%	67%	74%
	2018	73%	71%	**62%**	61%	62%	*	-	*	-	-	83%	*	63%	61%	59%	42%
At Meets Grade Level or Above	2019	44%	41%	**28%**	20%	30%	-	-	*	-	-	14%	-	29%	26%	26%	26%
	2018	46%	41%	**23%**	26%	19%	*	-	*	-	-	50%	*	27%	18%	21%	16%
At Masters Grade Level	2019	22%	17%	**11%**	10%	9%	-	-	*	-	-	0%	-	15%	4%	10%	13%
	2018	24%	19%	**14%**	22%	10%	*	-	*	-	-	17%	*	15%	14%	15%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**48%**	25%	58%	-	-	*	-	-	29%	-	59%	30%	47%	57%
	2018	78%	77%	**59%**	48%	65%	*	-	*	-	-	57%	*	58%	61%	58%	63%
At Meets Grade Level or Above	2019	48%	40%	**14%**	10%	14%	-	-	*	-	-	14%	-	17%	9%	14%	17%
	2018	49%	43%	**21%**	17%	21%	*	-	*	-	-	29%	*	16%	29%	21%	21%
At Masters Grade Level	2019	28%	18%	**9%**	10%	7%	-	-	*	-	-	0%	-	10%	9%	9%	9%
	2018	27%	20%	**13%**	9%	14%	*	-	*	-	-	14%	*	12%	14%	13%	16%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	66%	**55%**	40%	60%	-	-	*	-	-	29%	-	66%	35%	52%	52%
	2018	63%	62%	**47%**	39%	51%	*	-	*	-	-	50%	*	51%	41%	42%	56%
At Meets Grade Level or Above	2019	35%	30%	**25%**	30%	21%	-	-	*	-	-	29%	-	29%	17%	24%	22%
	2018	39%	36%	**24%**	26%	22%	*	-	*	-	-	33%	*	27%	19%	20%	17%
At Masters Grade Level	2019	11%	8%	**3%**	5%	0%	-	-	*	-	-	0%	-	2%	4%	3%	4%
	2018	11%	8%	**7%**	9%	5%	*	-	*	-	-	17%	*	7%	7%	7%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	76%	**64%**	53%	67%	*	-	100%	-	-	30%	-	69%	53%	63%	64%
	2018	77%	74%	**64%**	55%	68%	*	-	71%	-	-	56%	0%	66%	61%	61%	67%
At Meets Grade Level or Above	2019	50%	45%	**26%**	22%	25%	*	-	89%	-	-	21%	-	27%	25%	26%	24%
	2018	48%	42%	**26%**	22%	27%	*	-	43%	-	-	33%	0%	28%	22%	23%	23%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Total Students: 437
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	24%	18%	**11%**	8%	9%	*	-	67%	-	-	6%	-	11%	10%	10%	12%
	2018	22%	16%	**11%**	10%	11%	*	-	36%	-	-	15%	0%	12%	11%	11%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	72%	**70%**	62%	71%	*	-	*	-	-	31%	-	74%	62%	70%	69%
	2018	74%	69%	**69%**	61%	73%	*	-	80%	-	-	70%	*	71%	67%	67%	63%
At Meets Grade Level or Above	2019	48%	42%	**30%**	22%	30%	*	-	*	-	-	23%	-	30%	31%	29%	29%
	2018	46%	39%	**27%**	20%	30%	*	-	40%	-	-	40%	*	31%	20%	23%	24%
At Masters Grade Level	2019	21%	15%	**15%**	11%	13%	*	-	*	-	-	8%	-	15%	14%	14%	17%
	2018	19%	14%	**12%**	11%	11%	*	-	40%	-	-	10%	*	13%	11%	11%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**62%**	50%	66%	*	-	*	-	-	31%	-	67%	53%	61%	64%
	2018	81%	80%	**67%**	57%	72%	*	-	67%	-	-	45%	*	67%	67%	65%	76%
At Meets Grade Level or Above	2019	52%	47%	**23%**	18%	23%	*	-	*	-	-	15%	-	23%	23%	23%	21%
	2018	50%	43%	**26%**	20%	27%	*	-	50%	-	-	27%	*	26%	27%	25%	24%
At Masters Grade Level	2019	26%	21%	**10%**	8%	10%	*	-	*	-	-	8%	-	11%	9%	9%	12%
	2018	24%	17%	**13%**	9%	13%	*	-	33%	-	-	18%	*	13%	13%	13%	12%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	66%	**55%**	40%	60%	-	-	*	-	-	29%	-	66%	35%	52%	52%
	2018	66%	62%	**47%**	39%	51%	*	-	*	-	-	50%	*	51%	41%	42%	56%
At Meets Grade Level or Above	2019	38%	32%	**25%**	30%	21%	-	-	*	-	-	29%	-	29%	17%	24%	22%
	2018	41%	35%	**24%**	26%	22%	*	-	*	-	-	33%	*	27%	19%	20%	17%
At Masters Grade Level	2019	14%	10%	**3%**	5%	0%	-	-	*	-	-	0%	-	2%	4%	3%	4%
	2018	13%	8%	**7%**	9%	5%	*	-	*	-	-	17%	*	7%	7%	7%	6%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Total Students: 437
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 (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**59**	61	57	-	-	*	-	-	36	-	76	36	61	*
	2018	63	61	**64**	66	58	*	-	*	-	-	*	-	59	73	64	*
Grade 4 Mathematics	2019	65	61	**38**	29	41	-	-	*	-	-	21	-	37	41	36	43
	2018	65	61	**57**	48	62	*	-	*	-	-	50	*	56	58	57	55
All Grades Both Subjects	2019	69	69	**47**	45	46	-	-	*	-	-	29	-	52	39	46	46
	2018	69	68	**60**	57	60	*	-	64	-	-	60	*	57	64	60	63
All Grades ELA/Reading	2019	68	68	**59**	61	57	-	-	*	-	-	36	-	76	36	61	*
	2018	69	68	**64**	66	58	*	-	*	-	-	*	-	59	73	64	*
All Grades Mathematics	2019	70	70	**38**	29	41	-	-	*	-	-	21	-	37	41	36	43
	2018	70	69	**57**	48	62	*	-	*	-	-	50	*	56	58	57	55

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Total Students: 437
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	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	42%	**25%**	25%	*	-	-	-	-	-	0%	27%	*
	2018	38%	36%	**30%**	*	*	-	-	*	-	-	*	30%	*
Mathematics	2019	45%	48%	**7%**	0%	17%	-	-	-	-	-	0%	7%	*
	2018	47%	48%	**26%**	*	*	-	-	*	-	-	*	28%	-

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 437
Grade Span: PK - 04
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	**64%**	59%	-	59%	-	-	*	-	*	65%	61%	62%
	2018	77%	74%	**64%**	63%	-	63%	-	-	*	-	*	89%	61%	64%
At Meets Grade Level or Above	2019	50%	45%	**26%**	15%	-	15%	-	-	*	-	*	47%	15%	21%
	2018	48%	42%	**26%**	14%	-	14%	-	-	*	-	*	44%	13%	16%
At Masters Grade Level	2019	24%	18%	**11%**	7%	-	7%	-	-	*	-	*	24%	8%	11%
	2018	22%	16%	**11%**	3%	-	3%	-	-	*	-	*	22%	2%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	72%	**70%**	65%	-	65%	-	-	*	-	*	71%	67%	68%
	2018	74%	69%	**69%**	58%	-	58%	-	-	*	-	*	*	56%	61%
At Meets Grade Level or Above	2019	48%	42%	**30%**	16%	-	16%	-	-	*	-	*	57%	18%	25%
	2018	46%	39%	**27%**	18%	-	18%	-	-	*	-	*	*	18%	18%
At Masters Grade Level	2019	21%	15%	**15%**	10%	-	10%	-	-	*	-	*	29%	12%	15%
	2018	19%	14%	**12%**	3%	-	3%	-	-	*	-	*	*	3%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**62%**	58%	-	58%	-	-	*	-	*	71%	61%	63%
	2018	81%	80%	**67%**	73%	-	73%	-	-	*	-	*	*	74%	74%
At Meets Grade Level or Above	2019	52%	47%	**23%**	13%	-	13%	-	-	*	-	*	43%	12%	18%
	2018	50%	43%	**26%**	12%	-	12%	-	-	*	-	*	*	12%	18%
At Masters Grade Level	2019	26%	21%	**10%**	10%	-	10%	-	-	*	-	*	14%	9%	10%
	2018	24%	17%	**13%**	3%	-	3%	-	-	*	-	*	*	3%	5%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	66%	**55%**	53%	-	53%	-	-	-	-	-	*	53%	50%
	2018	66%	62%	**47%**	50%	-	50%	-	-	*	-	*	*	47%	50%
At Meets Grade Level or Above	2019	38%	32%	**25%**	16%	-	16%	-	-	-	-	-	*	16%	18%
	2018	41%	35%	**24%**	7%	-	7%	-	-	*	-	*	*	7%	6%
At Masters Grade Level	2019	14%	10%	**3%**	0%	-	0%	-	-	-	-	-	*	0%	5%
	2018	13%	8%	**7%**	0%	-	0%	-	-	*	-	*	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**47%**	47%	-	47%	-	-	-	-	-	50%	47%	48%
	2018	69%	68%	**60%**	53%	-	53%	-	-	*	-	*	*	56%	55%
All Grades ELA/Reading	2019	68%	68%	**59%**	-	-	-	-	-	-	-	-	*	-	*
	2018	69%	68%	**64%**	-	-	-	-	-	*	-	*	*	*	*
All Grades Mathematics	2019	70%	70%	**38%**	47%	-	47%	-	-	-	-	-	*	47%	45%
	2018	70%	69%	**57%**	53%	-	53%	-	-	*	-	*	*	53%	50%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	42%	**25%**	-	-	-	-	-	-	-	-	*	-	*
	2018	38%	36%	**30%**	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2019	45%	48%	**7%**	-	-	-	-	-	-	-	-	*	-	*
	2018	47%	48%	**26%**	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Total Students: 437
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	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	99%	100%	*	-	100%	-	-	100%	99%	99%
Included in Accountability	94%	94%	**93%**	86%	96%	*	-	100%	-	-	94%	93%	98%
Not Included in Accountability													
Mobile	4%	3%	**7%**	14%	3%	*	-	0%	-	-	6%	6%	0%
Other Exclusions	1%	2%	**0%**	0%	0%	*	-	0%	-	-	0%	0%	1%
Not Tested	1%	1%	**1%**	1%	0%	*	-	0%	-	-	0%	1%	1%
Absent	1%	1%	**0%**	0%	0%	*	-	0%	-	-	0%	0%	1%
Other	0%	0%	**0%**	1%	0%	*	-	0%	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%
Included in Accountability	94%	94%	**83%**	75%	88%	50%	-	100%	-	-	77%	84%	86%
Not Included in Accountability													
Mobile	4%	4%	**16%**	25%	11%	50%	-	0%	-	-	23%	15%	12%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	0%	-	-	0%	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%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Total Students: 437
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	EL (Current)
Attendance Rate													
2017-18	95.4%	94.2%	**96.2%**	95.7%	96.3%	*	*	98.8%	-	*	94.9%	96.2%	97.0%
2016-17	95.7%	94.6%	**96.0%**	95.3%	96.2%	*	-	98.9%	-	*	95.3%	96.1%	97.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Total Students: 437
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	EL (Current)
Received TxCHSE	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	87.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	84.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	7.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	80.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	38.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	80.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 437
Grade Span: PK - 04
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,725	347,893
By Ethnicity:				
African American	-	-	305	43,502
Hispanic	-	-	3,031	173,272
White	-	-	210	107,052
American Indian	-	-	5	1,226
Asian	-	-	150	15,589
Pacific Islander	-	-	2	528
Two or More Races	-	-	22	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	106	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	9	3,538
Foundation H.S. Program (No Endorsement)	-	-	581	49,432
Foundation H.S. Program (Endorsement)	-	-	105	16,542
Foundation H.S. Program (DLA)	-	-	2,924	272,526
Special Education Graduates	-	-	244	25,962
Economically Disadvantaged Graduates	-	-	2,432	166,956
LEP Graduates	-	-	322	21,359
At-Risk Graduates	-	-	1,750	144,805

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Total Students: 437
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	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	57.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	42.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	36.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	9.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	17.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	16.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	24.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	11.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	37.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	11.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Total Students: 437
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	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 437
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	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	24.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	11.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	7.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	27.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	24.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	17.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	7.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	37.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	39.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	18.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	24.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	42.4%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Total Students: 437
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	EL (Current)
2017	51.3%	48.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	18.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	21.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	26.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	28.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	35.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1013	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	507	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	20.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Other Postsecondary Indicators

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Total Students: 437
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	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	36.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	31.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	14.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.3%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	13.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	53.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	41.7%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
Total Students	437	100.0%	53,157	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	66	15.1%	4.3%	4.4%
Kindergarten	77	17.6%	6.4%	6.9%
Grade 1	78	17.8%	7.1%	7.1%
Grade 2	77	17.6%	7.0%	7.2%
Grade 3	68	15.6%	7.1%	7.3%
Grade 4	71	16.2%	7.7%	7.6%
Grade 5	0	0.0%	7.5%	7.7%
Grade 6	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.5%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.9%	6.5%
Ethnic Distribution:				
African American	140	32.0%	7.2%	12.6%
Hispanic	274	62.7%	83.4%	52.6%
White	8	1.8%	5.6%	27.4%
American Indian	2	0.5%	0.1%	0.4%
Asian	10	2.3%	3.0%	4.5%
Pacific Islander	1	0.2%	0.1%	0.2%
Two or More Races	2	0.5%	0.6%	2.4%
Economically Disadvantaged	396	90.6%	86.3%	60.6%
Non-Educationally Disadvantaged	41	9.4%	13.7%	39.4%
Section 504 Students	17	3.9%	5.6%	6.5%
English Learners (EL)	133	30.4%	28.9%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.3%	1.4%
Students w/ Dyslexia	9	2.1%	4.1%	3.6%
At-Risk	232	53.1%	62.2%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	28			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	44.2%	42.4%
Students with Physical Disabilities	8	28.6%	16.3%	21.9%
Students with Autism	6	21.4%	21.4%	13.7%
Students with Behavioral Disabilities	7	25.0%	17.1%	20.6%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	97	26.5%	15.6%	15.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Student Information

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Total Students: 437
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	40	10.9%		
Hispanic	51	13.9%		
White	3	0.8%		
American Indian	1	0.3%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.5%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.7%	0.0%	1.8%	6.2%
Grade 1	3.1%	10.1%	3.1%	0.0%	12.3%	5.5%
Grade 2	1.4%	6.5%	1.8%	0.0%	4.1%	2.3%
Grade 3	0.0%	2.7%	1.1%	0.0%	0.8%	0.9%
Grade 4	0.0%	0.6%	0.5%	0.0%	0.0%	0.5%
Grade 5	-	0.1%	0.5%	-	0.0%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.4%	0.6%	-	0.0%	0.6%
Grade 8	-	0.3%	0.4%	-	0.2%	0.7%
Grade 9	-	4.8%	7.2%	-	8.7%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.3	17.5	18.9
Grade 1	19.2	17.7	18.8
Grade 2	15.2	17.0	18.7
Grade 3	17.7	16.9	18.9
Grade 4	16.5	16.8	19.2
Grade 5	-	18.1	21.2
Grade 6	-	19.7	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	15.7	18.9
Mathematics	-	15.7	17.8
Science	-	16.2	18.9
Social Studies	-	15.3	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Total Students: 437
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	50.2	100.0%	100.0%	100.0%
Professional Staff:	39.0	77.8%	59.1%	64.1%
Teachers	31.0	61.7%	46.1%	49.8%
Professional Support	6.0	12.0%	9.6%	10.1%
Campus Administration (School Leadership)	2.0	4.0%	2.4%	3.0%
Educational Aides:	11.2	22.2%	12.2%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	61.0	4,414.0
Part-time	0.0	n/a	9.0	572.0
Counselors				
Full-time	1.0	n/a	114.0	12,433.0
Part-time	0.0	n/a	12.0	1,097.0
Total Minority Staff:	38.2	76.0%	61.7%	50.4%
Teachers by Ethnicity and Sex:				
African American	3.0	9.7%	10.1%	10.6%
Hispanic	16.0	51.6%	35.2%	27.7%
White	9.0	29.0%	50.5%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	6.5%	2.9%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	3.2%	1.1%	1.1%
Males	0.0	0.0%	24.4%	23.8%
Females	31.0	100.0%	75.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	27.0	87.1%	76.3%	73.6%
Masters	4.0	12.9%	21.8%	24.3%
Doctorate	0.0	0.0%	1.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.5%	6.4%	7.0%
1-5 Years Experience	14.0	45.1%	35.0%	28.9%
6-10 Years Experience	5.0	16.1%	21.1%	19.0%
11-20 Years Experience	9.0	29.0%	26.5%	29.3%
Over 20 Years Experience	1.0	3.2%	10.9%	15.7%
Number of Students per Teacher	14.1	n/a	13.9	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Total Students: 437
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.5	6.3
Average Years Experience of Principals with District	4.0	7.3	5.4
Average Years Experience of Assistant Principals	2.0	6.3	5.3
Average Years Experience of Assistant Principals with District	2.0	6.0	4.7
Average Years Experience of Teachers:	7.4	9.7	11.1
Average Years Experience of Teachers with District:	4.7	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,540	$51,929	$47,218
1-5 Years Experience	$54,984	$54,679	$50,408
6-10 Years Experience	$55,931	$56,719	$52,786
11-20 Years Experience	$55,143	$57,147	$56,041
Over 20 Years Experience	$65,648	$61,982	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,434	$56,382	$54,122
Professional Support	$57,130	$70,595	$64,069
Campus Administration (School Leadership)	$91,781	$94,117	$78,947
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

Total Students: 437
Grade Span: PK - 04
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	148	33.9%	27.1%	19.7%
Career & Technical Education	0	0.0%	20.5%	26.3%
Gifted & Talented Education	16	3.7%	5.3%	8.1%
Special Education	28	6.4%	10.4%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	5.1	16.4%	9.6%	6.4%
Career & Technical Education	0.0	0.0%	3.7%	4.9%
Compensatory Education	0.0	0.0%	0.2%	2.7%
Gifted & Talented Education	0.0	0.0%	1.9%	2.0%
Regular Education	25.3	81.5%	68.3%	71.4%
Special Education	0.6	2.1%	13.3%	9.1%
Other	0.0	0.0%	2.9%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-2019 Budgeted Financial data

Totals for Pasadena ISD (101917)

Total Membership: 53,157

	General Fund	%	Per Student	All Funds	%	Per Student
Receipts						
Total Revenue	507,683,776	100.00%	9,551	602,307,876	100.00%	11,331
Local Tax	155,550,000	30.64%	2,926	194,850,000	32.35%	3,666
Other Local and Intermediate	7,235,792	1.43%	136	13,319,892	2.21%	251
State	331,344,984	65.27%	6,233	345,769,984	57.41%	6,505
Federal	13,553,000	2.67%	255	48,368,000	8.03%	910
Total Receipts	507,683,776	100.00%	9,551	602,307,876	100.00%	11,331
Total Revenue	507,683,776	100.00%	9,551	602,307,876	100.00%	11,331
Equity Transfers	0	0.00%	0	0	0.00%	0
Total Other Resources	0	0.00%	0	0	0.00%	0
Disbursements						
Total Expenditures						
BY OBJECT	507,879,260	100.00%	9,554	602,503,360	100.00%	11,334
Payroll	450,087,665	88.62%	8,467	465,569,765	77.27%	8,758
Other Operating	55,990,097	11.02%	1,053	78,007,097	12.95%	1,467
Debt Service	0	0.00%	0	53,500,000	8.88%	1,006
Capital Outlay	1,801,498	0.35%	34	5,426,498	0.90%	102
BY FUNCTION (Objects 6100-6400 only)						
Community Services (61)	372,676		7	372,676		7
Total Operating Expenditures	505,705,086	100.00%	9,513	543,204,186	100.00%	10,219
Instruction (11,95)	312,571,790	61.81%	5,880	312,571,790	57.54%	5,880
Instructional Res Media (12)	7,467,207	1.48%	140	7,467,207	1.37%	140
Curriculum/Staff Develop (13)	7,707,225	1.52%	145	7,707,225	1.42%	145
Instructional Leadership (21)	6,602,354	1.31%	124	6,602,354	1.22%	124
School Leadership (23)	39,522,690	7.82%	744	39,522,690	7.28%	744
Guidance Counseling Svcs (31)	20,796,516	4.11%	391	20,796,516	3.83%	391
Social Work Services (32)	205,715	0.04%	4	205,715	0.04%	4
Health Services (33)	5,096,222	1.01%	96	5,096,222	0.94%	96
Transportation (34)	17,166,666	3.39%	323	17,166,666	3.16%	323
Food (35)	0	0.00%	0	37,469,100	6.90%	705
Extracurricular (36)	7,746,918	1.53%	146	7,746,918	1.43%	146
General Administration (41,92)	12,962,619	2.56%	244	12,962,619	2.39%	244
Plant Maint/Operation (51)	55,734,556	11.02%	1,048	55,764,556	10.27%	1,049
Security/Monitoring (52)	5,446,933	1.08%	102	5,446,933	1.00%	102
Data Processing Services (53)	6,677,675	1.32%	126	6,677,675	1.23%	126
Total Disbursements	510,601,049	100.00%	9,606	605,225,149	100.00%	11,386
Total Expenditures	507,879,260	99.47%	9,554	602,503,360	99.55%	11,334
Equity Transfers	0	0.00%	0	0	0.00%	0
Total Other Uses	0	0.00%	0	0	0.00%	0
Intergovernmental Charge	2,721,789	0.53%	51	2,721,789	0.45%	51
Program Expenditures						
Operating Expenditures - Program	410,550,393	100.00%	7,723	410,550,393	100.00%	7,723
Regular	247,034,538	60.17%	4,647	247,034,538	60.17%	4,647
Gifted and Talented	5,948,916	1.45%	112	5,948,916	1.45%	112
Career and Technical	14,765,461	3.60%	278	14,765,461	3.60%	278
Students with Disabilities	78,786,045	19.19%	1,482	78,786,045	19.19%	1,482
Accelerated Education	4,702,401	1.15%	88	4,702,401	1.15%	88
Bilingual	9,176,199	2.24%	173	9,176,199	2.24%	173
Nondisc Alt Ed-AEP Basic Serv	3,727,813	0.91%	70	3,727,813	0.91%	70
Disc Alt Ed-DAEP Basic Serv	5,752,092	1.40%	108	5,752,092	1.40%	108
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0
T1 A Schoolwide-St Comp>=40%	19,467,388	4.74%	366	19,467,388	4.74%	366
High School Allotment	4,760,761	1.16%	90	4,760,761	1.16%	90
Athletics/Related Activities	4,949,685	1.21%	93	4,949,685	1.21%	93
Prekindergarten	11,479,094	2.80%	216	11,479,094	2.80%	216

Atkinson Elementary Performance Objectives 2018-2019

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.	45%	100%	100%
2) Implement the district scope and sequence for all courses in grades K to 4.	60%	75%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	50%	80%	100%
4) Integrate relevant literacy skills across all content areas	75%	85%	100%
5) Implement gradual release model for lesson design and delivery.	40%	75%	85%
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.	40%	80%	100%
7) Ensure that all science classes incorporate hands-on and laboratory activities in alignment with new state Science TEKS.	20%	60%	70%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use on-line databases, ebooks, books and other resources for specific TEKS.	50%	85%	100%
9) Provide staff development on utilization of on-line databases and resources.	65%	75%	100%
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.	40%	70%	100%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.	25%	75%	100%
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.	85%	100%	100%
13) Develop and provide research based instructional strategies and staff development plan for technology integration.	25%	60%	80%
14) Create and implement master schedules that will provide common planning time for teams of teachers and promote time for PLCs.	100%	100%	100%

= Accomplished

= 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 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.	70%	75%	100%
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.	20%	70%	85%
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.	1%	90%	100%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	85%	100%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction.	70%	80%	100%
6) Use data disaggregation to drive instruction.	75%	85%	100%

= Accomplished

= 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.	85%	100%	100%
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	40%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Teachers will attend training opportunities for problem solving and higher- level questioning/ thinking skills needed to increase rigor.	50%	80%	100%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	70%	100%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	60%	85%	100%
6) Establish and support campus and District PLCs.	100%	20%	100%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	100%	100%	100%

100% = Accomplished 0% = 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.	74%	85%	90%
2) Provide time and materials for purposeful reading during the school day.	90%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide information to teachers regarding special reading needs of dyslexia students.	75%	70%	100%
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	100%	100%	100%
5) Provide staff development about reading strategies.	100%	100%	100%
6) Provide library books and online resources to support all learning styles.	85%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Promote G/T Summer Exploration Camp opportunities.	0%	45%	90%
3) G/T students will participate in the Texas Performance Standards Project.	5%	100%	100%
4) Students will be clustered and instructed by G/T Certified teachers.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Promote participation in the Duke Talent Search program in fourth grade.	5%	10%	50%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Ensure the implementation of 504 accommodations for eligible students.	85%	85%	100%
3) Use data from TEKS- based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	100%	100%	100%
4) Implement research-based programs designed to accelerate student learning.	76%	85%	100%
5) Provide additional and individualized support to parents of at risk students.	75%	90%	90%
6) Participate in transitional meetings to support ELL students as they move from 4th to 5th grade.	0%	0%	100%
7) Provide staff development opportunities which offers effective instructional strategies, materials, and activities for the at-risk learner.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Provide intervention services through Extended day and Extended Year programs incorporating TEKS requirements based on current year student data.	5%	50%	100%

100% = Accomplished 0% = No Progress = Discontinue

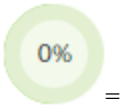
Performance Objective 7: During the current school year,all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

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.	80%	95%	95%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	42%	100%	100%
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.	90%	90%	100%
4) Implement the ESL scope and sequence at all grade levels.	80%	80%	100%

100% = Accomplished 0% = 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.	30%	30%	30%
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	75%	85%	85%
3) Create a crisis management plan, including safety drills.	70%	80%	100%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	30%	75%	100%
5) Provide Gang Awareness training and Character Education programs.	100%	100%	100%
6) Utilize behavior specialists to provide intervention strategies and develop a Behavior Intervention Plan for students with chronic misbehavior.	75%	95%	100%
7) Provide staff development concerning abuse and reporting obligations.	55%	100%	100%

= Accomplished


= 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.	70%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	50%	35%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	25%	25%	100%
4) Administer Fitnessgram and use reports to drive instruction.	10%	30%	100%

= Accomplished

= 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.	100%	100%	100%
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.	75%	80%	100%
3) Use grade and/or content specific grading rubrics.	70%	75%	100%
4) Use district guidelines regarding the appropriate use of homework.	85%	95%	100%
5) Use district wide grade and/or content appropriate retest standards.	70%	70%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Using an RTI model, students failing will be identified for and receive appropriate interventions in a timely manner.	85%	50%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	100%	100%	100%
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.	100%	100%	100%
5) Campus will follow district procedures regarding parental request for special education evaluation.	100%	100%	100%
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.	50%	40%	100%
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.	100%	100%	100%
8) Campus will follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.	100%	100%	100%
10) Special Education teachers are included in training given in the area of dyslexia and related disorders.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
11) Campus will monitor the number of students with disabilities being served in the least restrictive environment.	90%	90%	100%
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.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".	100%	100%	100%
3) Increase the integration of technology into instruction, curriculum and assessment (K-4) as outlined in the District Technology Plan.	70%	75%	85%
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	90%	100%	100%
100% = Accomplished 0% = 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.	50%	65%	80%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	85%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Establish higher education promotion campaigns.	75%	85%	100%

100% = Accomplished 0% = 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.	80%	90%	100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day/Career Week	75%	85%	100%

= Accomplished

= 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.	80%	100%	100%
2) Provide mentoring and staff development opportunities to new personnel.	70%	100%	100%
3) Expand leadership and mentoring opportunities for all staff.	80%	90%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	100%	100%	100%

= Accomplished

= 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.	100%	100%	100%
2) Provide parent education on various topics.	80%	100%	100%
3) Implement Superintendent's Stay In School Project/District Attorney Partnership.	100%	100%	100%
4) Offer learning opportunities for parents of students with dyslexia and related disorders as well as instructional intervention.	100%	100%	100%
5) Provide parent opportunities regarding reading with children, online resources and eBooks.	100%	30%	100%
6) Provide instructional resources for parents on the campus website.	30%	100%	100%
7) Provide instructional resources for parents to utilize at home with their child.	85%	85%	100%
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies,Title1 information and TAPR data.	80%	90%	100%
9) Provide learning opportunities for parents to attend and observe technology applications	80%	90%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
10) Provide information that can be utilized with students and parents in the interpretation of test results.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

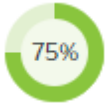
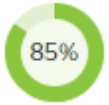
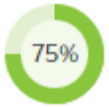
Performance Objective 2: During the current school year,community involvement will increase by 5% in expanding partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.	70%	75%	100%
2) Promote student/parent/business involvement through volunteerism.	70%	75%	100%
3) Promote student service for students in school(Citizenship Club, Student Helpers).	100%	100%	100%
4) Participate in See To Succeed program	15%	100%	100%
5) Implement awards for exceptional service (Teacher of the year, New Teacher of the year, Volunteers etc.)	10%	10%	100%

100% = Accomplished 0% = 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Provide opportunities to attend Gang Awareness training and Character Education programs	100%	100%	100%
7) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.	100%	100%	100%
8) Implement an age appropriate and vertically aligned guidance curriculum.	80%	100%	100%
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	100%	100%	100%

= Accomplished

= 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.	100%	100%	100%
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	100%	100%	100%

= Accomplished

= 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	65%	75%	75%
2) Establish protocols for safety procedures on field trips.	100%	100%	100%
3) Provide opportunities for employees to be trained in personal safety.	50%	50%	50%
100% = Accomplished 0% = 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.	80%	85%	90%
2) Provide support for student and staff participation in service learning opportunities.	80%	80%	80%
100% = Accomplished 0% = No Progress = Discontinue			

Bailey Elementary Performance Objectives 2018-2019

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 2018-2019, 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.

Next Year's Recommendation 1: Continue campus walkthroughs, integrate relevant literacy skills, and implement research-based strategies to promote a variety of learner engagement techniques.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs	75%	50%	100%
2) Implement the district scope and sequences for all courses in grades PK-4.	100%	100%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	75%	75%	100%
4) Integrate relevant literacy skills across all content areas.	75%	100%	100%
5) Implement gradual release model for lesson design and delivery.	75%	75%	100%
6) Use on-line databases, eBooks, books, and other resources for specific TEKS.	75%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Provide staff development on utilization of on-line databases and resources.	25%	50%	100%
8) 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.	75%	75%	100%
9) Grade levels will share successful implementation of research based instructional practices through campus led book studies.	75%	100%	100%
10) Implement research-based strategies on a daily basis that promote a variety of learner engagement techniques.	75%	75%	100%
11) Develop and provide research based instructional strategies and staff development plan for technology integration.	25%	25%	100%
12) Create master schedule that will provide common planning time for teams of teachers and promote time for PLC's.	100%	100%	100%
13) Use standarized rubrics for measuring responses for all Writing assignments and/or assessments of all content areas.	75%	75%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: During 2018-2019, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Next Year's Recommendation 2: Continue to implement RTI with fidelity, focusing on Tier 1 "first teach" instruction.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze student performance on state and national assessments disaggregated by LEP, 504, Intervention, and Special Education participation.	50%	75%	100%
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.	100%	100%	100%
3) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	100%	100%	100%
4) Provide staff development on data disaggregation and how the data will drive instruction.	75%	75%	100%
5) Analyze data during PLC's to drive instruction.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: During 2018-2019, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Next Year's Recommendation 3: Using an RTI model, students will be identified and receive appropriate interventions in a timely manner.

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.	75%	75%	100%
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.	75%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Use grade and/or content specific grading rubrics.	75%	75%	100%
4) Follow district recommendations regarding the appropriate use of homework.	100%	100%	100%
5) Use district-wide grade and/or content appropriate retest standards.	75%	100%	100%
6) Using an RTI model, students who are failing will be identified and receive appropriate interventions in a timely manner.	75%	75%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 4: During 2018-2019, 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.

Next Year's Recommendation 4: Continue using PLC's to drive instruction and team planning.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.	75%	100%	100%
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	25%	25%	100%
3) Teachers will attend training opportunities for problem solving and high-level questioning and thinking skills needed to increase rigor.	75%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	75%	75%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	75%	75%	100%
6) Continue to support campus PLC's.	100%	100%	100%
7) Allow time for consistent horizontal and team planning, as well as campus-based staff development.	25%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 5: During 2018-2019, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Next Year's Recommendation 5: Continue to identify student reading levels to monitor reading improvement and align reading materials to students' instructional level while promoting the enjoyment of reading.

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.	75%	75%	100%
2) Continue/maximize the campus use of Accelerated Reading (AR) program.	75%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide time and materials for purposeful reading during the school day.	75%	75%	100%
4) Provide information to teachers regarding special reading needs of dyslexia students.	100%	100%	100%
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	100%	100%	100%
6) Provide staff development about reading.	75%	75%	100%
7) Provide library books, online resources, and leveled books to support all learning styles.	75%	100%	100%

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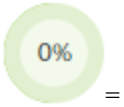

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Performance Objective 6: During 2018-2019, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Next Year's Recommendation 6: Continue to follow the district GT identification, participate in Texas Performance Standards Project, and promote Duke Talent Search.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedures.	25%	75%	100%
2) Promote G/T Summer Exploration Camp opportunities.	25%	25%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Participate in Texas Performance Standards Project.	25%	75%	100%
4) Cluster GT students with GT certified teachers.	100%	100%	100%
5) Continue GT Pullout program for identified students.	100%	100%	100%
6) Promote participation in the Duke Talent Search program in fourth grade.	25%	25%	50%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 7: During 2018-2019, 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.

Next Year's Recommendation 7: Continue to use data from Common Assessments for early identification of individuals who might be at-risk of mastering TEKS.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committee will develop plans for struggling learners who are not performing on grade level with Tier 1 support.	75%	75%	100%
2) Ensure the implementation of 504 accommodations for eligible students.	100%	100%	100%
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	75%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Implement research-based programs designed to accelerate student learning.	50%	75%	100%
5) Provide additional and individualized support to parents of at-risk students.	25%	50%	100%
6) Participate in transition meetings to support LEP students as they move from 4th grade to middle school.	25%	25%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 8: During 2018-2019, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Next Year's Recommendation 8: Continue to follow the district bilingual continuum for ELL students using effective teaching strategies such as visuals and whole brain teaching.

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.	100%	100%	100%
2) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.	100%	100%	100%
3) Implement the ESL scope and sequence at all grade levels.	100%	100%	100%
4) Implement Dual Language instruction to K-4.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	= Accomplished = No Progress = Discontinue		

Performance Objective 9: During 2018-2019, coordinated school health plans will be implemented to include activities to increase student, staff, and parent awareness of healthy living practices.

Next Year's Recommendation 9: Continue to participate in district-wide coordinated school health initiatives.

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.	25%	75%	100%
2) Campus Health Advisory Committee (CHAC) will meet twice a year to develop and support coordinated school health goals and objectives.	25%	100%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	5%	50%	100%
4) Administer Fitnessgram and use reports to drive instruction.	25%	50%	100%
5) Provide parent education opportunities for coordinated school health.	25%	25%	100%
6) Integrate technology into physical education classes.	25%	50%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 10: During 2018-2019, student and teacher access to technology will increase according to the District Technology Plan.

Next Year's Recommendation 10: Provide technical support needed to administer the required assessments using technology.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the required technology assessments.	75%	75%	100%
2) Classrooms will be equipped with minimum requirements for the "21st century classroom".	75%	75%	100%
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4), as outlined in the District Technology Plan.	75%	75%	100%
4) Ensure that all teachers have access to adequate technology and are trained in the implementation of TEKS/STAAR requirements.	75%	75%	100%
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 11: During 2018-2019, 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.

Next Year's Recommendation 11: Continue to use data from progress monitoring to make assessment decisions and ensure our documents clearly state needs for STAAR and STAAR-Alt 2.

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.	100%	100%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.	100%	100%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	100%	100%	100%
4) Work collaboratively with the District Special Education Office to determine special education eligibility, and to ensure that initial evaluations are completed within the required timelines.	100%	100%	100%
5) Follow district procedures regarding parental requests for a special education evaluation.	100%	100%	100%
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/STAAR-Alt2 (i.e. PLAFF's, IEPS, deliberations) and (c) utilizing District/State required STAAR and STAAR-Alt2 Participation requirement forms.	100%	100%	100%
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.	100%	100%	100%
8) Follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Provide training and instructional materials for all teachers working with students with disabilities.	100%	100%	100%
10) Include special education teachers in training given in the area of dyslexia and related disorders.	100%	100%	100%
11) Monitor the number of students with disabilities being served in Least Restrictive Environments.	100%	100%	100%
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.	100%	100%	100%

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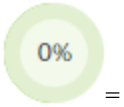

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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all students.

Performance Objective 1: During 2018-2019, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Next Year's Recommendation 1: Continue to encourage higher education through activities such as College Week.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.	75%	100%	100%
2) Establish higher education promotion campaigns.	25%	100%	100%
= Accomplished = No Progress = Discontinue			

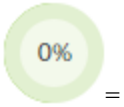
Performance Objective 2: During 2018-2019, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Next Year's Recommendation 2: Continue to explore careers through annual Career Day.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.	25%	100%	100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	25%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June

= Accomplished



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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During 2018-2019, 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.

Next Year's Recommendation 1: Continue to expand leadership and mentoring opportunities for all staff.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships.	25%	75%	100%
2) Provide a mentor and staff development opportunities to new personnel.	100%	100%	100%
3) Provide Dual Language training opportunities for campus staff.	75%	75%	100%
4) Provide supplemental materials and supplies for Dual Language teachers.	75%	75%	100%
5) Expand leadership and mentoring opportunities for all staff.	75%	75%	100%
6) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	75%	75%	100%

100% = Accomplished 0% = 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 2018-2019, 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.

Next Year's Recommendation 1: Continue to provide parent education on various topics such as grade level orientation, dyslexia and related disorders, and Conscious Discipline strategies.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.	50%	75%	100%
2) Provide parent education on various topics.	100%	100%	100%
3) Offer resources to parents of students with dyslexia and related disorders as well as instructional intervention.	25%	75%	100%
4) Implement Parent Volunteer Partnership	75%	75%	100%
5) Provide parent workshops regarding reading with children, online resources, and eBooks.	25%	75%	100%
6) Provide educational resources for parents on Bailey website.	75%	75%	100%
7) Provide instructional resources for parents to utilize at home with their child.	25%	25%	100%
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies.	75%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Provide opportunities for parents to attend computer classes.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: During 2018-2019, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Next Year's Recommendation 2: Continue to promote student, parent, and community involvement.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.	25%	25%	100%
2) Promote student/parent/business involvement through volunteerism.	75%	75%	100%
3) Promote service organizations for students in school (Buzz Club, Safety Patrol)	100%	100%	100%
4) Implement district and campus spotlight, awards, and/or celebrations for exceptional service.	75%	75%	100%

100% = Accomplished 0% = 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 2018-2019 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.

Next Year's Recommendation 1: Conscious Discipline mini-PD will be provided for staff and students throughout the year

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for Conscious Discipline training.	25%	25%	50%
2) Teacher implementation of Conscious Discipline strategies	25%	50%	75%
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	25%	50%	75%
4) Maintain Crisis Team	75%	100%	100%
5) Provide training and implement effective strategies through PBIS (Safe & Civil Schools) to reduce inappropriate behavior.	75%	75%	100%
6) Provide Character Education programs.	25%	50%	100%
7) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.	75%	75%	100%
8) Provide staff development concerning abuse and reporting obligations	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 2: During 2018-2019, increase the campus attendance rate to 98% or above for all students.

Next Year's Recommendation 2: Attendance Plan should be consistently implemented throughout the year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize Campus Attendance Plan to provide specific strategies for students with attendance issues.	25%	25%	75%
2) Perfect Attendance incentives will be utilized to recognize and promote outstanding attendance and no tardies.	25%	75%	100%
	100% = Accomplished	0% = No Progress	= Discontinue

Beverly Hills Intermediate Performance Objectives 2018-2019

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

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) Integrate highly effective research based strategies across the content.	36%	49%	60%
2) Monitor curriculum implementation through walkthroughs.	41%	62%	70%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	51%	61%	70%
4) Provide ongoing staff development for the writing of campus created common assessments.	49%	68%	75%
5) Implement gradual release model for lesson design and delivery to ensure congruence with TEKS and classroom assessments.	45%	53%	70%
6) Ensure teachers attend district Focus Trainings.	48%	57%	100%
7) Provide ongoing technology training so that teachers are able to effectively and consistently implement the one to one netbook initiative that is currently in place on our campus.	56%	64%	70%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Create master schedule that allows for common planning time for departments.	63%	80%	100%
9) Manage funding to ensure highly effective instruction is implemented	60%	75%	90%
10) Improve student achievement	47%	58%	90%
11) Improve instruction and academic performance with the ELL students.	62%	78%	85%

= Accomplished

= 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) Teachers will analyze assessment data for all subgroups to assist in making the necessary adjustments with instruction.	30%	57%	70%
2) Provide staff development on data disaggregation and how the data will drive instruction	49%	53%	65%
3) Teachers will analyze three week and six week failures to make adjustments with instruction, tutorials, and Bear Power Time drafting.	47%	53%	75%
4) Teachers will analyze the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.	42%	49%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 3: 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) Teachers will follow the district's grading policy.	48%	44%	90%
2) Establish departmental guidelines regarding the appropriate use of homework.	49%	61%	75%
3) Establish campus wide grade and/or content appropriate retest standards that are consistent with district policy.	39%	54%	70%
4) An RTI model will be used to give students the opportunity to recover course grades in every grading period. Staff will utilize campus-directed Bear Power Time specific to one subject area per day and utilizing the lessons that are created by our Common Assessment Liaisons. (SG-ELL Writing, SS)	56%	54%	75%
5) Mizuni dynamic pages will be used to document progress for students in the RTI process.	68%	52%	70%
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 4: The campus will 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.	40%	67%	75%
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	31%	44%	70%
3) Provide training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	40%	55%	70%
4) Provide training opportunities for curriculum components needed to increase relevance.	29%	46%	60%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional and support staff.	32%	53%	65%
6) Coordinate a team to implement and ensure an integrated staff development program.	23%	39%	50%
7) Coordinate staff development days to allow time for vertical, horizontal and team planning.	26%	62%	90%
8) Establish campus PLC's.	22%	38%	100%

100% = Accomplished 0% = 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.	14%	22%	25%
2) Continue/maximize our district wide reading initiative, Extreme Reading Challenge.	35%	47%	65%
3) Provide time and materials for purposeful reading during the school day though Bear Power Time and Library Visits. (SG- Reading / ELL students)	35%	45%	65%
4) Provide information to teachers regarding special reading needs of dyslexia students.	20%	40%	80%
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	23%	42%	70%
6) Provide staff development opportunities about reading strategies for at risk readers.	50%	44%	85%
7) Provide library books and online resources to support all learning styles and all reading genres.	49%	55%	75%

100% = Accomplished 0% = 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 G/T identification procedure remains free from bias.	29%	66%	75%
2) Promote participation in local and regional AP/PreAP staff development and assist teachers with program design and curriculum development.	44%	53%	70%
3) Continue AP/PreAP vertical team opportunities in all disciplines.	23%	66%	80%
4) Increase participation in Advanced Placement Programs in secondary schools for students in all subgroups and in AVID Classes.	38%	62%	70%
5) Participate in the Texas Performance Standards project.	37%	66%	80%
6) Provide each Pre-AP math, science and English teacher in grades 6 - 11 with a guide during the school year.	48%	47%	100%
7) Provide diagnostic tests every six weeks and end-of-course tests for all Pre-AP courses utilizing the Laying the Foundation guides in order to measure the progress of students.	33%	53%	60%
8) Provide GT students with the opportunity to interact with their peers from other campuses.	45%	47%	60%

100% = Accomplished 0% = 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.	36%	59%	80%
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. Small group tutoring will be assisting all students that are part of our Safegaurd population to provided additional support. (SG-ELL and Sped students in Reading and Math classes)	56%	55%	90%
3) Ensure the implementation of 504 accommodations for eligible students.	45%	68%	100%
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.	23%	46%	100%
5) Communicate alternative education opportunities for students at risk of dropping out which include Tegeler, Summit, and migrant students.	54%	65%	70%
6) Incorporate the transition plan at each campus to support ELL students as they move from 6 to 7, and 8 to 9th grade.	33%	65%	75%
100% = Accomplished 0% = 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.	50%	56%	85%
2) Provide ESL and ELPS training opportunities for all teachers.	39%	55%	70%
3) Prepare bilingual/ELL students for an appropriate and timely transition.	39%	48%	75%
4) Follow district guidelines that have clear, high expectations for programs serving recent immigrants.	8%	55%	75%
5) Follow the ESL scope and sequence set forth by the district	29%	59%	100%
6) Provide staff development opportunities to incorporate specific strategies which support recent immigrants.	40%	69%	80%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 9: 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 Safe and Civil strategies with students.	51%	59%	100%
2) Provide training in behavior management.	49%	58%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide mediation, conflict resulution, bullying and Safe and Civil training opportunities for students and staff. Following FFI (Local) in regards to bullying.	33%	66%	100%
4) Create a crisis management plan including safety drills	39%	50%	60%
5) Utilize Safe and Civil Team to implement effective strategies to reduce inappropriate behaviors.	56%	55%	100%
6) Provide Gang Awareness training and Character Education.	31%	55%	70%
7) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.	34%	42%	100%
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.)	34%	58%	75%
9) Counselors will attend staff development aimed at reducing sexual abuse of children and character education programs.	42%	47%	50%
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.	27%	57%	80%

= Accomplished

= No Progress

= Discontinue

Performance Objective 10: The 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) Provide annual staff development to ensure consistent implementation of district wide and campus wide coordinated school health initiatives.	29%	35%	40%
2) Develop a campus health advisory committee to support coordinated school health goals and objectives to ensure that they are implemented.	49%	50%	65%
3) Use Fitnessgram Data for instructional planning.	31%	40%	40%
4) Create opportunities for coordinated school health programs and activities.	30%	35%	40%

= Accomplished

= No Progress

= Discontinue

Performance Objective 11: 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.	62%	72%	100%
2) The campus will have representation on the District Education Committee.	43%	56%	100%

= Accomplished

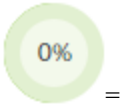
= No Progress

= Discontinue

Performance Objective 12: All students and each student group, including special education student and ELL 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. In addition, 100% of all students meeting standards on all STAAR tests will demonstrate adequate yearly progreass according to federal criteria. Accountablity Area Targeted: State Accountability

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 and ELL students to improve student achievement. SG - All core areas / Special Education and ELL students	38%	55%	85%
2) Use research-based high yield strategies such as Big 8 Literacy Strategies and Instructional Technology strategies in Bear Power Time and through Step-ins to promote rigorous learning in support of student success. (SG - All Core Area Classes / Special education and ELL students.)	45%	44%	80%
3) Use Bear Power Time to work with struggling students to increase state assessment scores. (SG - All Core Area Classes / Special Education and ELL students).	32%	38%	100%
4) Use Step-In tutorials to work with struggling students to increase state assessment scores. (SG - All Core Area Classes / Special Education and ELL students).	42%	44%	85%

= Accomplished


= 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: To increase the campus'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.	16%	38%	80%
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 identifing and implementing strategies/techniques that promote regular attendance.	47%	56%	80%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: 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.	31%	53%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.	30%	40%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	26%	32%	80%
4) Campus will follow district procedures regarding parental request for special education evaluation.	22%	40%	100%
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) using data from progress monitoring, CBAs, etc., to make determinations regarding state assessment and ensure progress, (2) ensuring ARD Document clearly states all testing accommodations.	34%	42%	100%
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.	38%	48%	100%
7) Campus will follow district policy to ensure students with disabilities have access to facility.	29%	42%	100%
8) Campus will follow district procedures in addressing Transition requirements for students with disabilities.	27%	53%	100%
9) Provide training for all teachers working with students with disabilities.	27%	33%	85%
10) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.	36%	30%	100%
11) Provide staff development to special education teachers and support staff to ensure IDEA required transition components are implemented appropriately for students with disabilities.	43%	59%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
12) Implement Sheltered Instruction Observation Protocol (SIOP) training at campuses.	47%	40%	100%
13) 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. Additionally, all SPED students that did not perform at satisfactory levels will be provided assistance from Step-In Tutors while in their classes.	30%	38%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: The PISD Community School and the campus Connect program will provide flexible learning opportunities for students to increase graduation rates.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The campus and the Connect program will provide services to students at-risk and/or with flexible school needs.	43%	38%	60%
2) Provide GED classes at Community School through Harris County Dept. of Education.	44%	40%	40%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: 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.	26%	31%	60%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	36%	54%	65%

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: 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 Career Nights and providing opportunities to visit college campuses.	30%	30%	30%
2) Encourage eligible students to participate in the Duke University talent search.	49%	60%	65%
3) Maintain Personal Graduation Plans for students in grades 6 - 12.	37%	37%	50%
4) Establish higher education promotion campaigns on each campus.	36%	40%	40%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: 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).	48%	47%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide students with real world experiences that explore a wide range of careers.	40%	45%	50%
3) Provide "Career Planning Video" to assist 8th grade students/parents with Career Development Process information.	25%	35%	40%
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	25%	25%	25%

= Accomplished

= No Progress

= Discontinue

Goal 4: 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.	52%	67%	100%
2) School members will provide new hires with the appropriate tools and information that will help them be successful within the school community.	60%	56%	100%
3) Provide support and staff development opportunities to increase skills in building relationships.	50%	47%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	60%	53%	100%

= Accomplished

= No Progress

= Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: 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.	40%	45%	50%
2) Provide parents with information that can be utilized in the interpretation of test results.	38%	68%	75%
3) Provide educational resources for parents on our website.	45%	44%	50%
4) Provide instructional resources for parents to utilize at home with their child at various parent informational nights.	31%	34%	45%
5) Encourage parents to attend extracurricular activities.	45%	49%	75%
6) Encourage parents to attend involvement activities held at BHI which could include luncheons, breakfasts and other parental activities.	41%	55%	80%

= Accomplished

= No Progress

= Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Increase community involvement by expanding and/or creating new partnerships within the community as well as enhance communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students	22%	40%	50%
2) Expand learning opportunities for students in school/community service.	37%	45%	50%
3) Promote student/parent/business involvement through volunteerism.	25%	35%	50%
4) Promote and increase participation in student service organizations	35%	40%	50%
5) Promote/share/ highlight campus successes and events with community via local media (website, newspaper, social media)	38%	52%	80%
6) Continue to work with and support feeder campus with "Walk for Success".	83%	100%	100%

100% = Accomplished 0% = 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 use of technology will increase at the campus level and align to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Seamless integration of technology in all classes. Utilize Plan4Learning software to develop and monitor campus improvement plan.	48%	57%	80%
2) Increase the integration of technology into instruction, curriculum and assessment campus wide via the 1 to 1 initiative.	51%	52%	100%
3) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	48%	56%	80%
4) Collaborate with the district to start the process of developing protocols that align with the district in regards to supporting and implementation of the 1 to 1 initiative.	44%	43%	65%
5) Continue integration of e-books	54%	52%	70%

100% = Accomplished 0% = No Progress = Discontinue

Bondy Intermediate Performance Objectives 2018-2019

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: By June 2019, the percentage of students who are approaching grade level performance on the Math, Reading, Writing, Science, and Social Studies STAAR Tests will be greater than the state average through the use of technology and multisensory instructional strategies.

Next Year's Recommendation 1: Increase the percentage of students reaching Meets Grade Level Performance on the Math, Reading, Writing, Science, and Social Studies STAAR Tests.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will use technology, manipulatives, and linguistic supports to comprehend and improve math content knowledge.	35%	100%	100%
2) Utilize critical thinking verbs and Big 8 Strategies and/or 7 Steps to create lessons that improve student achievement.	35%	35%	100%
3) Utilize cooperative learning and peer tutoring to keep students engaged in learning.	35%	70%	100%
4) Students will use interactive notebooks, Cornell notes, Strategic Notes, or Schoology in Math, Science, Social Studies, and ELAR to reinforce visuals and organize learning related to content.	35%	100%	100%
5) Academic departments will create a PLC SMART Goal for Student Expectations covered each 6 weeks.	35%	75%	100%
6) Additional teachers will gain ESL certification.	35%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Utilize an ESL aide and Spanish teacher to tutor ELL students struggling in core classes.	65%	100%	100%
8) ELAR teachers will obtain SIOP training to facilitate success with the ELL population.	55%	80%	100%
9) Classroom teachers will implement SDI strategies to facilitate the success of the Special Education population.	35%	35%	50%
10) Provide more ebooks for students to be able to access more reading materials on tablets.	35%	100%	100%
11) Use supplemental practice materials in reading and writing for ELL and SPED students. (ex. ESL Smart, Leveled Reading Kits, Spelling City, IXL Math, Saddleback, etc.)	35%	80%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 2: Using state and district aligned curriculum resources, the percentage of students who are approaching grade level performance on the Math, Reading, Writing, 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.	33%	100%	100%
2) Provide timers for teachers to practice and mirror time-constraints on STAAR testing.	0%	100%	100%
3) Provide calculators, batteries, and chargers for state, district and campus mandated testing.	33%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Provide literature reflecting ethnic and gender interests, anti-bullying, anger control, biographies, social media responsibilities, and citizenship.	33%	100%	100%
5) Provide up-to-date dictionaries/translators which include etymologies to aid special populations (ELL, SPED and PAP) opportunities to improve.	66%	100%	100%
6) Utilize the Star assessment and Literably, to determine levels, strengths, weaknesses and growth for ELL, SPED, and Intervention students in Tier 2 and 3.	33%	100%	100%
7) Teachers will analyze student raw scores and scale score reports before school starts and continue throughout the school year.	66%	100%	100%
8) Utilizing a measurable curriculum, faculty and staff will align written curriculum, instructional strategies and assessments to TEKS based Instructional Targets.	33%	100%	100%
9) Vertically align core curriculum between Middle School, Intermediate, and High School with emphasis on grade reporting.	33%	40%	40%
10) 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 requirements of all SE's in all subjects.	33%	50%	50%
11) Utilize ESL Smart and Leveled Literacy Instruction Reading kits to help English Language Learners speak, read, write, and understand English.	33%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: By the end of the 2018 - 2019 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.	100%	100%	100%
2) Incorporate PAP classes (Science, Math, History, English, Reading, Algebra) in to Master Schedule.	100%	100%	100%
3) Encourage student participation in Green Team Ecology Club which promotes awareness of recycling and restoration of the ecosystem.	33%	50%	50%
4) Students will participate in the district-wide competition, "Name That Book".	33%	35%	100%
5) Continue UIL competition, Pop Show, Holiday Performances, and Year-Round Performances to provide opportunities for artistic expression and promote parental involvement.	33%	100%	100%
6) Participate in competitions in Speech, Art, Chess, Accelerated Reader, Extreme Reading, Name That Book, and Pentathlon.	33%	100%	100%
7) Incorporate Coordinated School Health strategies, Weight Training class, and Health class taught by coaches for improving the overall health and well- being of students.	66%	100%	100%
8) Broadcast school news, school events, and pictures to promote campus culture.	100%	100%	100%
9) Provide students with real-life experiences through participation in academic field trips.	33%	100%	100%
10) Gifted and Talented students are placed in either Connect or at least one Pre-Advanced Placement Course and are required to create a cross-curricular project as part of the program requirements.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
11) Schedule field trips for the Gifted and Talented and Connect students which will correlate with their unit of study.	0%	100%	100%
12) Provide field trips to college campuses for students in AVID.	66%	100%	100%
13) Establish leadership and citizenship opportunities through a variety of student clubs and organizations.	66%	100%	100%
14) Character Education lessons were created by staff members and will be taught to all students during Opportunity Time using "The Playbook".	66%	100%	100%

= Accomplished

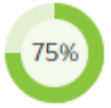
= No Progress

= 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 2019 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.	0%	100%	100%
2) Provide remediation in all subject areas before, during, and after school for struggling students.	66%	100%	100%
3) Provide Intervention Patriot/Project reading and math classes so students may receive small group instruction customized to their independent reading levels. Priority is given to Special Ed, ELL, and Tier 3 Intervention students.	100%	100%	100%
4) Maintain a garden to be used by the SUCCESS class, Science class, and Ecology Club.	33%	35%	35%
5) Provide supplies needed to enhance and ensure effective learning environments and testing environments for all learners.	33%	75%	100%
6) Evaluate the use of the outdoor classroom in Nature Center.	33%	30%	40%
7) Create a Real Time Intervention schedule (Opportunity Time) for students who are struggling academically (Additional Targeted Support student focus-ATS) and for students in Tier II-III Intervention.	100%	100%	100%
8) Train administrators and teachers on the use and effectiveness of PLC's. (Solution Tree)	66%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Train administrators and teachers on RTI (Mike Mattos) strategies.			
10) Real-Time Intervention is offered for all students struggling.			
11) Use the program -Literably- 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 Real Time Intervention for targeted students to provide enrichment toward a goal of raising percentage of students scoring "Masters" on STAAR tests.			
14) Students in Tier 2 and 3 Intervention will use the Think Through Math and Spelling City programs which are appropriate tools for remediating students' deficencies. Students will use the program during Opportunity Time and classroom time.			
15) Teachers and students will use the addition of the 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 3 of Personalized Learning: PISD Connect.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
PBMAS 17) Teachers and students are provided a longer lunch period to provide a midday 'refresh' to promote the afternoon learning environment.	100%	100%	100%
18) Perfect attendance rewards will be given at the end of each 6 weeks with tech cafe and a chance for semester reward for students to increase attendance for the school year.	33%	100%	100%
19) Rosetta Stone will be utilized in ELL classes and Opportunity Time for English Language Learners to learn English.	33%	100%	100%
20) Utilize staff members to provide support for ELL students during campus wide flexible time.	66%	100%	100%
21) Provide teachers the opportunity to request ELL support from bilingual aide using a google form.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

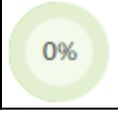
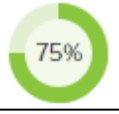
Performance Objective 2: Implement research based programs and strategies in various accommodating time schedules to increase the number of students approaching grade level performance on the 2019 STAAR tests.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide subject area remediation during Saturday Camp focusing specifically on content vocabulary and target SE's.	0%	25%	60%
2) The Title 1 Aide will follow a rotation schedule to provide support to At-Risk students based on student/teacher needs.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide time for power reading in OT (Opportunity Time) and reading classes.	100%	100%	100%
4) 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.	0%	100%	100%
5) During morning tutorials, Algebra students will provide peer tutoring for lower level math students who are having difficulty in Math.	0%	0%	55%
6) Schedule tutorials before and after school specifically for ELL and SPED students to target weaknesses in all core subjects.	66%	100%	100%
7) 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.	33%	70%	100%
8) Implementation of a 7 period day to allow for additional electives and Intervention (Opportunity Time) so students may receive tutorials and mentor time within the school day.	100%	100%	100%
PBMAS 9) Teachers and students are provided a longer lunch period to provide a midday 'refresh' to promote the afternoon learning environment.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: By June 2019, the percentage of students identified as Special Education students who are approaching grade level 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 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	66%	100%	100%
9) BSS teachers, aides and all principals will become CPI (Crisis Prevention) certified and maintain that certification each year employed at Bondy Intermediate.	66%	100%	100%
10) Special Education teachers and aides will provide morning and after school tutorials for Special Education students to get small group tutorials and remediation.	66%	100%	100%
11) The Behavior Support Services (BSS) program, designed to serve special education students who have been identified as having serious emotional and/or behavior problems, has been added to our population of students. Students will be mainstreamed in to academic and elective classes.	66%	100%	100%
12) Co-Teach classes are created specifically for math and reading classes to support special education students in the least restrictive environment.	100%	100%	100%

100% = Accomplished 0% = 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 approaching grade level performance on the 2019 STAAR tests.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create Monitor Groups for Special Education students and ELL students in Aware and Skyward to analyze weaknesses and set up content specific tutorial sessions. (ATS: all subjects; ELL, SpEd)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Teachers will write and post content and language objectives that follow the district scope and sequence. The language objective shall include a BIG 8 strategy and an "I can" statement. (ATS: ELL)	33%	100%	100%
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. (ATS: all subjects; ELL, SpEd)	33%	100%	100%
4) Provide reading intervention for Tier 3 struggling readers and students diagnosed with dyslexia.	66%	100%	100%
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) (ATS: all subjects; ELL, SpEd)	33%	100%	100%
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.	33%	70%	80%
7) Continue Intervention Committee in each grade level to identify and prescribe services for Tier 2 and 3 students.	33%	80%	80%
8) Continue student aides to foster positive interaction between regular education students and SUCCESS students.	33%	100%	100%
9) Teachers will create and incorporate campus guidelines for CHAMPS and PBIS.	66%	80%	85%
10) Incorporate manipulatives, teaching resources, and computer games/programs in the Dyslexia Program to strengthen skills.	33%	70%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
11) Provide an additional aide to shadow LEP students (Level 1 and 2) in ESL ELAR class and in regular core classes.(ATS: all subjects; ELL, SpEd)	33%	100%	100%
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)	33%	100%	100%
13) Administer Literably reading fluency and comprehension test to identify students who need remediated reading support.	33%	100%	100%
14) Teachers will utilize STAAR formatted tests, CBAs, Common Assessments, and LTF Diagnostics throughout the year to monitor in eduphoria and chart student achievement.	33%	100%	100%
15) Campus financial support provided for students taking the Duke Talent Identification Program (SAT test).	0%	0%	0%
16) Provide an English Language Learner Family night to increase family support and student learning in the classroom.	0%	100%	100%
17) Create a draft system for teachers to have access to an ELL aide in core classes with large percentages of ELL's in attendance.	100%	100%	100%
18) An Intervention team will monitor Tier 2 and 3 student grades to suggest classroom interventions to improves student grades and academic performance.	33%	100%	100%
19) Provide an early intervention camp called Jumpstart for Special Education, ELL, Intervention, 504, and any other student who failed the previous year STAAR test in Reading and math.	100%	100%	100%
20) Address and plan remediation for the subpopulation gaps through intervention, extended day, Jumpstart, Opportunity Time, PLC's, and leadership meetings.	33%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June

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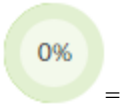

= No Progress

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Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: By the end of the 2018-2019 school year, students will be provided more motivational and preparatory 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.	33%	100%	100%
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.	0%	25%	50%
3) Principal and staff will continue vertical planning. This includes luncheons and staff development.	0%	0%	0%
4) Eighth grade students will visit CTHS in the Fall 2018 to help them determine their high school path before registration in the spring.	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: By the end of the 2018-2019 school year, students will be provided more motivational and preparatory activities for college and career exploration.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create and provide college week activities and/or theme days to promote college awareness.	0%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Faculty, staff and students will show support for colleges and universities on Thursdays by wearing a college shirt.	100%	100%	100%
3) College flags/banners will be purchased periodically to be displayed in common areas to promote college exploration and interest.	0%	0%	0%
4) Schedule and hold annual Career Day to inform students of career options.	33%	75%	100%
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.	100%	100%	100%
6) An AVID college prep class will be offered to 7th and 8th graders which focuses on skills needed to be successful in college.	100%	100%	100%
7) Students in AVID will be exposed to different college campuses during field trips.	100%	100%	100%
8) Teachers will be trained in AVID strategies which prepare students for PreAP, AP and college courses.	66%	100%	100%
9) 7th grade students will take The Kuder Career Needs Assessment (KCNA) to determine what they need in their career and educational development.	0%	35%	100%
10) 8th grade students will participate in the PSAT to begin to identify strengths and weaknesses to prepare for the SAT in high school.	100%	100%	100%
11) The implementation of the Career Explorations class 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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
12) Students will be identified to participate in the Duke Talent Identification Program in order to give students early exposure to the PSAT.	66%	65%	65%

= Accomplished

= No Progress

= Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2018, 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.	33%	100%	100%
2) The campus will celebrate diversity by recognizing cultures within the school population.	100%	100%	100%
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.	0%	0%	100%
4) Faculty and staff will celebrate the successes of their peers during luncheons, faculty meetings, the weekly S'more and bulletin board messages.	0%	100%	100%
5) Teachers and staff members will participate in "Bondy Bowl" to interact and compete with their peers in order to promote team building .	0%	0%	0%
6) Teachers and staff will be recognized on their birthday with a surprise special arrival of "Birthday Box" goodies.	66%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: By June 2019, 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, Skyward, and Eduphoria.	33%	100%	100%
2) New teachers will receive a mentor to provide support and assistance as needed.	100%	100%	100%
3) New teachers will participate in New Teacher Orientation (#BondyProudAcademy) which will provide information on school policies and procedures.	100%	100%	100%
4) Administration will attend job fairs, recruit from out-of-state and utilize Human Resources to find highly qualified teachers to fill vacant positions.	66%	100%	100%
5) New teachers will be trained in effective teaching practices (RISE Program) through PISD professional development class offerings.	66%	100%	100%
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 Harassment 5. Annual Health Services Update 6. T-Tess Orientation 7. Ethics and Confidentiality 8. Suicide Prevention	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: By June 2019, 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.	100%	100%	100%
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.	66%	100%	100%
3) Continue using Academic Language Acquisition Strategies.	33%	100%	100%
4) Core content teachers, DAIT, and other instructional staff will participate in SIOP training and ESL Academy (obtain ESL Certification).	66%	100%	100%
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.	33%	100%	100%
6) Teachers participate in an online course which provides information regarding awareness of "Sexual Harassment".	100%	100%	100%
7) Campus Content Coaches will assist teachers with generating STAAR reports and CBA data from AWARE, tutor and monitor ELL and intervention students, provide staff development to teachers, provide opportunities to build relationships with parents and community members, and coach teachers in content and classroom management.	66%	100%	100%
8) Campus Content Coaches will provide support to staff members in the areas of Math, Science, ELAR, and Social Studies. Campus Coaches will attend weekly PLC meetings, provide staff development, provide ideas on instructional and discipline techniques and suggestions for resources. Campus Coaches will also help teachers maintain school-wide focus and district curriculum guidelines.	66%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Campus Content Coaches will provide training and coaching on writing language objectives.	33%	100%	100%
10) Campus Content Coaches will utilize Instructional Coaching strategies and principles to assist teachers with instruction, discipline, and other areas as needed.	66%	100%	100%
11) Campus Content Coaches and administrators will participate in weekly Professional Learning Community (PLC) to discuss school-wide relationship focus, instructional needs, and district mandates and initiatives.	66%	100%	100%
12) Teachers will participate in PLCs once weekly to discuss relationship focus, instructional objectives, analyze data, and plan using district scope and sequence.	100%	100%	100%
13) Recognize and honor "Teacher of the Year" and all teachers during Teacher Appreciation Week to promote a positive working environment.	33%	35%	100%
14) Teachers will attend conferences and professional development to receive instruction on best teaching practices, differentiated learning, and technology advancements.	33%	100%	100%
15) An additional Campus Content Coach for the purpose of coaching math teachers has been added to our staff.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2019, increase the number of academic and family services to parents and families.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information in languages other than English on how to create an account in Skyward so parents can remain abreast of information regarding grades and attendance.	66%	100%	100%
2) Provide information to parents in languages other than English when applicable in the form of a monthly newsletter (Patriot Press), calendar of events, phone calls in languages, campus Facebook page, Instagram account, Remind, and the school marquee.	66%	75%	75%
3) Host Parent Meetings in languages other than English and provide printed agendas to inform parents of End of Course Exams, Student Parent Teacher Compacts, Title 1 School Components, U.I.L. guidelines, student achievement, parental support, etc.	66%	100%	100%
4) Display/advertise school events, news, holidays, and pictures on digital School Marquee and via social media.	100%	100%	100%
5) Host an Open House, Meet the Teacher Night, ELL Night, and Connect Family Night general meetings in languages other than English as needed for parents to meet teachers, counselors, and administrators and tour the school.	66%	100%	100%
6) Schedule a "Parent Night at the Book Fair" inviting parents and students to come and shop in the evening.	100%	100%	100%
7) Provide school supply assistance and community services to homeless and migrant students to ensure success.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Schedule Bondy Patriot Camp/Orientation annually for incoming 7th graders which provides information on schedules, dress code, transportation, and first day procedures.	100%	100%	100%
9) Coordinate counseling support and references to help students and parents deal with natural disasters, grief/loss, anger, self esteem, pregnancy and other personal issues as needed.	33%	100%	100%
10) Create opportunities for parents and teachers to help students achieve individualized Accelerated Reader goals.	66%	100%	100%
11) Provide informational opportunities for parents and students to inform/recognize signs of depression, bullying, gang violence, internet and sexual predators, and social networks.	0%	0%	55%
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.	66%	100%	100%
13) Utilize the School Messenger System (Skylert) to send automated messages to parents in English and Spanish.	66%	100%	100%
14) Administer proper dyslexia screening to those students suspected of having reading difficulties in this area. Foster parent involvement through parental notification aimed at helping parents support identified children.	66%	100%	100%

100% = Accomplished 0% = 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, attendance, and honor roll incentive opportunities throughout the year and notify parents of the achievement.	33%	100%	100%
2) Offer intramural activities for students not involved in any athletic programs.	33%	100%	100%
3) 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.	33%	100%	100%
4) Schedule the annual Spelling Bee for classroom finalists and invite parents to watch competition.	0%	100%	100%
5) Promote student participation in art contests - area Art Contests, Fire Prevention, and Rodeo Art.	66%	100%	100%
6) 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.	0%	80%	100%
7) 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.	66%	85%	100%
8) Promote and encourage parent and student participation in donation drive "Pennies for Recovery" to help aid in hurricane disaster relief.	100%	100%	100%

= Accomplished

= 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.	66%	100%	100%
2) Parents will assist in overall plans for campus improvement through their involvement/participation in the Site Based Decision Making process.	35%	35%	0%
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.	33%	100%	100%
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.	33%	45%	70%
5) Connect staff members will provide numerous opportunities for parents to learn about the Student Platform, participate in student led conferences and attend Parent Informational Events.	66%	100%	100%
6) Provide resources and information relevant to ELL students at our ELL Parent Night.	0%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

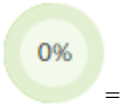
Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

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.	66%	100%	100%
2) Principal is a member of the WorkPlace Network which provides discounts and coupons for staff donated by area businesses.	33%	35%	35%
3) Promote relationships and team building between teachers and staff.	66%	100%	100%
4) Promote relationships between school and community businesses by hosting Bondy Days at area restaurants with percentage of profit being donated back to school.	33%	100%	100%
5) Solicit prizes and donations from area businesses to use at Parent Meetings which should increase parent involvement.	33%	35%	100%
6) Schedule prominent community leaders to speak to parents and students at award ceremonies.	33%	100%	100%
7) Schedule an assembly and reception every year honoring veterans on Veterans Day.	66%	100%	100%
8) Promote Red Ribbon Week by encouraging students to choose a life style free from alcohol, tobacco, and drugs.	100%	100%	100%
9) Promote and encourage students and parents to participate in the donation drive "Pennies for Recovery" (hurricane disaster relief) and the Can-Do Food Drive.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June

= Accomplished



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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.	33%	100%	100%
2) Provide technology training on teacher web resources and district purchased computer programs/software, Literably, Rosetta Stone, Spelling City, Schoology, Smore, Flocabulary, BrainPop, Remind, Kahoot, Google, Quizlet Live, One Note, NewsELA, AVID Weekly, textbook online resources, etc.	66%	100%	100%
3) Provide opportunities for staff development in technology to promote and encourage use of laptops.	66%	100%	100%
4) Continue using web-based Accelerated Reader program.	66%	100%	100%
5) Increase project based technology integration in lessons.	66%	100%	100%
6) Upgrade computers and other technology in all classrooms to provide students and teachers with the most current and innovative devices for 21st century learners.	66%	100%	100%
7) Provide the opportunity for each student and teacher to have a personal tablet that is utilized on school assignments.	66%	100%	100%
8) Provide an on-campus tech position for servicing student devices.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Tech Liaisons will teach and inform teachers of the available technology resources to be utilized in curriculum.	33%	100%	100%
10) Provide translation headsets for parents at meetings and campus events.	66%	60%	0%

= Accomplished

= No Progress

= Discontinue

Burnett Elementary Performance Objectives 2018-2019

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.	35%	40%	80%
2) Follow the district's scope and sequence and develop lesson plans and common assessments based on the bundled student expectations.	33%	40%	80%
3) Provide campus based staff development to ensure consistent implementation of the curriculum, scope and sequence and rigor and relevance standards.	33%	40%	75%
4) Integrate relevant literacy skills across all content areas.	33%	45%	75%
5) Implement gradual release model for lesson design and delivery.	33%	35%	80%
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.	33%	35%	75%
7) Provide staff development on utilization of on-line databases and resources.	33%	35%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with new state science TEKS.	65%	40%	80%
9) Build and convene content area curriculum teams to share successful implementation of research based instructional practices.	66%	40%	85%
10) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.	66%	40%	80%
11) Develop and provide research based instructional strategies and staff development plan for technology integration.	33%	40%	80%
12) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.	100%	100%	100%
13) Integrate relevant literacy skills across all content areas.	33%	35%	85%
100% = Accomplished 0% = 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.	35%	35%	80%
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.	35%	40%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.	33%	40%	80%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	33%	40%	80%
5) Provide staff development on data disaggregation and how the data will drive instruction. (ATS - All, White, Asian)	33%	40%	80%
6) Use data disaggregation to drive instruction.	66%	75%	80%
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.	66%	70%	80%
8) Create a school-wide tracking chart to display students' reading levels and monitor their progress during grade level PLC meetings.	66%	75%	80%
9) Conduct data discussions with grade level PLC teams and individual students and make instructional adjustments to help students succeed.	33%	40%	80%
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.	33%	45%	80%

100% = Accomplished 0% = 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.	66%	75%	80%
2) Teachers will attend training opportunities for curriculum components needed to increase relevance.	66%	75%	85%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	66%	75%	80%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	66%	80%	85%
5) Establish and support campus PLCs.	66%	75%	80%
6) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	66%	75%	85%
= Accomplished = 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.	33%	50%	80%
2) Provide time and materials for purposeful reading during the school day.	66%	75%	80%
3) Provide information to teachers regarding special reading needs of dyslexia students.	66%	70%	80%
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	66%	70%	85%
5) Provide staff development about reading strategies.	33%	45%	75%
6) Provide library books and online resources to support all learning styles.	66%	75%	80%

= Accomplished

= 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.	66%	75%	85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Promote G/T Summer Exploration Camp opportunities.	30%	55%	80%
3) Participate in Texas Performance Standards Project	33%	65%	85%
4)) Students will be clustered and instructed by G/T Certified teachers.	100%	100%	100%
5) Promote participation in the Duke Talent Search program in fourth grade.	30%	50%	70%

= Accomplished

= 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.	33%	40%	80%
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.	66%	85%	85%
3) Ensure the implementation of 504 accommodations for eligible students.	100%	100%	100%
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	66%	80%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Implement research-based programs designed to accelerate student learning.	33%	50%	85%
6) Provide additional and individualized support to parents.	33%	55%	85%
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.	15%	0%	75%
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	66%	75%	95%
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.	100%	100%	100%
10) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.	15%	35%	100%

100% = Accomplished 0% = 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.	66%	55%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	66%	30%	85%
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum	66%	80%	80%
4) Implement the ESL scope and sequence at all grade levels.	100%	100%	100%
100% = Accomplished 0% = 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.	66%	75%	95%
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	66%	85%	90%
3) Create a crisis management plan, including safety drills.	66%	75%	90%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	66%	85%	90%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide Gang Awareness training and Character Education programs.	66%	80%	80%
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.	33%	65%	75%
7) Provide staff development concerning abuse and reporting obligations.	100%	100%	100%
8) Continue to implement school-wide Guidelines for Success and review common area expectations with students and staff members.	100%	100%	100%
9) GFS Posters, Survey Data, Committee Meetings	66%	80%	75%
= Accomplished = 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.	66%	80%	85%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	100%	100%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	66%	75%	85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Administer Fitnessgram and use reports to drive instruction.	66%	100%	70%
5) Provide Parent Education Opportunities for coordinated school health at each campus.	33%	60%	65%
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.	100%	100%	100%
7) Family Fitness Nights will be held for the families.	33%	40%	0%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.	66%	65%	80%
3) Use grades and/or content specific grading rubrics.	66%	65%	85%
4) Use district guidelines regarding the appropriate use of homework.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Use district-wide grade and/or content appropriate standards.	100%	100%	100%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	66%	80%	85%
100% = Accomplished 0% = 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.	66%	80%	75%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	66%	75%	0%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.	100%	100%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	66%	70%	85%
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.	66%	85%	90%
5) Campus will follow district procedures regarding parental request for special education evaluation.	100%	100%	100%
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	66%	80%	85%
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.	100%	100%	100%
8) Campus will follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.	100%	100%	100%
10) Special Education teachers are included in training given in the area of dyslexia and related disorders	100%	100%	100%
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.	100%	100%	100%
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.	66%	75%	85%

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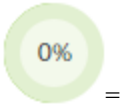

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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

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.	66%	70%	80%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	66%	85%	85%

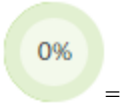
= Accomplished

= 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.	100%	100%	100%
2) Establish higher education promotion campaigns.	66%	80%	80%

= Accomplished


= 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.	66%	75%	80%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	33%	65%	85%

= Accomplished

= 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.	66%	80%	80%
2) Provide mentorship and staff development opportunities to new personnel.	66%	70%	80%
3) Expand leadership and mentoring opportunities for all staff.	66%	80%	80%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	66%	75%	80%
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.	100%	100%	100%
6) Encourage all new teachers to attend Effective Teaching Practices training and provide additional instructional support on campus.	66%	70%	80%

= Accomplished

= 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 and orientation programs.	100%	100%	100%
2) Provide parent education at all campuses on various topics.	66%	35%	65%
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	0%	55%	55%
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	33%	60%	55%
5) Provide parent workshops regarding reading with children, online resources and eBooks.	66%	75%	75%
6) Provide educational resources for parents on the website.	66%	60%	70%
7) Provide instructional resources for parents to utilize at home with their child.	66%	70%	75%
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.	33%	60%	65%
9) Provide information that can be utilized with students and parents in the interpretation of test results.	66%	70%	70%

Strategy Description	Formative Reviews		
	Oct	Feb	June
10) Invite parents to visit the campus to meet with teachers and review students' work during Texas Public Schools Week.	0%	90%	0%
11) Schedule grade level music programs to showcase students' talents in fine arts.	33%	45%	0%
12) Programs from performances	33%	45%	45%

= Accomplished

= 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.	33%	60%	75%
2) Promote student/parent/business involvement through volunteerism.	66%	70%	85%
3) Promote service organizations for students in school (Student Council, School Helpers, etc.)	33%	70%	75%
4) Participate in the See to Succeed program	100%	0%	0%
5) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, etc.)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = 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.	66%	75%	75%
2) Provide opportunities to attend behavior management trainings.	66%	80%	80%
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).	66%	80%	80%
4) Create campus safety crisis management plans, including safety drills	66%	70%	90%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.	66%	85%	85%
6) Provide opportunities to attend Gang Awareness training and Character Education programs.	33%	75%	80%
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.	100%	100%	100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.	33%	70%	85%
9) Implement and age appropriate and vertically aligned guidance curriculum.	66%	80%	85%
100% = Accomplished 0% = 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.	33%	70%	75%
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	100%	100%	100%
100% = Accomplished 0% = 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.	66%	80%	80%
2) Establish protocols for safety procedures at field trips.	66%	85%	80%
3) Campus field trip protocols, nurse training logs	66%	75%	85%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Provide support for student and staff participation in service learning opportunities.	33%	85%	90%

= Accomplished

= No Progress

= Discontinue

Bush Elementary Performance Objectives 2018-2019

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

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 all writing assignments and /or assessments of all content areas.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.	33%	70%	100%
8) Use on-line data bases, ebooks, books, and other resources for specific TEKS.	33%	70%	100%
9) Provide staff development on utilization of on-line databases and resources.	33%	70%	100%
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.	66%	70%	100%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.	66%	70%	100%
12) Provide instructional materials and Implement research based strategies on a daily basis that promote a variety of learner engagement techniques.	66%	70%	100%
13) Develop and provide research based instructional strategies and staff development plan for technology integration.	66%	65%	100%
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.	100%	100%	100%

= Accomplished

= 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.	33%	75%	100%
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.	33%	70%	100%
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.	33%	65%	100%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	66%	80%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction.	66%	70%	100%
6) Use data disaggregation to drive instruction.	66%	75%	100%

100% = Accomplished 0% = 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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	66%	65%	100%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	33%	65%	100%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	66%	65%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	66%	70%	100%
6) Establish and support campus PLCs.	100%	100%	100%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	66%	70%	100%

100% = Accomplished 0% = 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	66%	65%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Continue/maximize the campus use of Accelerated Reading Instruction	66%	75%	100%
3) Provide time and materials for purposeful reading during the school day.	66%	75%	100%
4) Provide information to teachers regarding special reading needs of dyslexia students.	66%	75%	100%
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	66%	70%	100%
6) Provide staff development about reading strategies.	66%	70%	100%
7) Provide library books and online resources to support all learning styles.	33%	70%	100%

100% = Accomplished 0% = 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	66%	70%	100%
2) Promote G/T Summer Exploration Camp opportunities.	0%	35%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Participate in Texas Performance Standards Project	33%	85%	100%
4) Students will be clustered and instructed by G/T Certified teachers.	100%	100%	100%
5) Implement G/T Pullout program for identified students	100%	100%	100%

= Accomplished = 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.	66%	70%	100%
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.	33%	70%	100%
3) Ensure the implementation of 504 accommodations for eligible students.	66%	70%	100%
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS	66%	65%	100%
5) Implement research-based programs designed to accelerate student learning.	66%	70%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Provide additional and individualized support to parents of at risk students	66%	65%	100%
7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.	0%	0%	100%
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.	0%	75%	100%
= Accomplished = 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 LEP students. Integrate Spanish language books within the library collection.	33%	70%	100%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	33%	70%	100%
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.	33%	70%	100%
4) Implement the ESL scope and sequence at all grade levels.	66%	85%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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	66%	85%	100%
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	66%	80%	100%
3) Create a crisis management plans, including safety drills.	66%	80%	100%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	66%	75%	100%
5) Provide Gang awareness training and Character Education programs	66%	70%	100%
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.	66%	85%	100%
7) Provide staff development concerning abuse and reporting obligations	66%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.	33%	75%	100%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	66%	80%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis	33%	75%	100%
4) Administer Fitnessgram and use reports to drive instruction	0%	70%	100%
5) Provide Parent Education Opportunities for coordinated school health	33%	75%	100%
	100% = Accomplished	0% = 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.	66%	100%	100%
2) Record grades that accurately communicate mastery or non mastery on a specific student expectations.	66%	95%	100%
3) Use grade and/or content specific grading rubrics.	66%	90%	100%
4) Use district wide grade and/or content appropriate retest standards.	66%	95%	100%
5) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	66%	80%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 11: During current 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.	66%	75%	100%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	33%	75%	100%

100% = Accomplished 0% = 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.	66%	80%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.	66%	75%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	66%	85%	100%
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.	66%	75%	100%
5) Campuses will follow district procedures regarding parental request for special education evaluation.	66%	80%	100%
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	66%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	66%	80%	100%
8) Follow district policy to ensure students with disabilities have access to facilities.	66%	80%	100%
9) Provide instructional supplies and training for all teachers working with students with disabilities.	66%	80%	100%
10) Include special education teachers in training given in the area of dyslexia and related disorders.	66%	75%	100%
11) Monitor the number of students with disabilities being served in least restrictive environments.	66%	85%	100%
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.	66%	80%	100%

= Accomplished

= 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.	33%	70%	100%
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom"	100%	100%	100%
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.	33%	85%	100%
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	66%	75%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 14: During the current school year, all students participating in the Connect Personalized Learning Program will develop high levels of academic proficiency, as measured by an increased achievement at or above grade level.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use Research Based Instructional Strategies to train the Connect teachers.	66%	85%	100%
2) Ensure that students in the Connect Personalized Learning Program are empowered to become self-directed learners and develop the habits, mindsets and behaviors that lead to academic and personal success.	66%	75%	100%
3) Conduct scheduled parent conferences about the Connect students' progress.	66%	85%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Identify and recruit students to apply for the Connect Personalized Learning Program at the 4th Grade level.	66%	80%	100%
5) Conduct ongoing staff development for Connect teachers.	66%	80%	100%

= Accomplished

= 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.	66%	75%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	66%	80%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: During the current school year, students will receive information and guidance necessary to facilitate successful entry to post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.	100%	100%	100%
2) Establish higher education promotion campaigns.	100%	100%	100%

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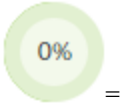


= No Progress

= 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.	0%	75%	100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	0%	100%	100%

= Accomplished

= 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.	66%	80%	100%
2) Provide mentorship and staff development opportunities to new personnel.	66%	80%	100%
3) Expand leadership and mentoring opportunities for all staff.	66%	80%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	66%	75%	100%

= Accomplished

= 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 and orientation programs.	66%	75%	100%
2) Provide parent education at all campuses on various topics.	66%	75%	100%
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	33%	75%	100%
4) Provide parent workshops regarding reading with children, online resources and ebooks.	66%	75%	100%
5) Provide educational resources for parents on their website.	66%	75%	100%
6) Provide instructional resources for parents to utilize at home with their child.	66%	75%	100%
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.	66%	80%	100%
8) Provide information that can be utilized with students and parents in the interpretation of test results.	33%	75%	100%

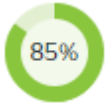
Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

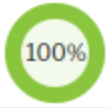
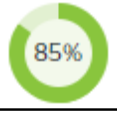
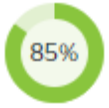
Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.	33%	70%	100%
2) Promote student/parent/business involvement through volunteerism.	33%	75%	100%
3) Promote service organizations for students in school	66%	75%	100%
4) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers.	33%	75%	100%
5) Participate in the "See to Succeed" program	100%	100%	100%
	100% = Accomplished	0% = 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 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	66%	85%	100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.	66%	80%	100%
9) Implement and age appropriate and vertically aligned guidance curriculum.	66%	90%	100%

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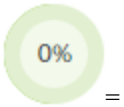


= No Progress

= 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.	66%	85%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide training opportunities for all employees on blood borne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: Our 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.	66%	85%	100%
2) Establish protocols for safety procedures at field trips.	100%	100%	100%
3) Provide opportunities for employees to be trained in personal safety.	66%	80%	100%
100% = Accomplished 0% = 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.	33%	80%	100%
2) Provide support for student and staff participation in service learning opportunities.	33%	85%	100%

= Accomplished

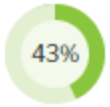
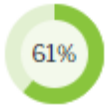
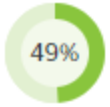
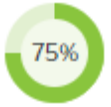
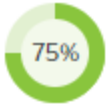
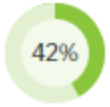
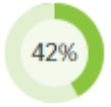
= No Progress

= Discontinue

De Zavala Middle School Performance Objectives 2018-2019

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: By April of 2019, 50% of 5th grade students will meet grade level expectations on their STAAR Reading (up from 38%), and by June 2019, 50% of 6th grade students will meet grade level expectations on STAAR Reading (up from 15%).

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, Literably, LLI for small groups, and ELL students are on PowerUp.			
= Accomplished = No Progress = Discontinue			

Performance Objective 2: By April of 2019, 50% of 5th grade students will meet grade level expectations on their STAAR Math (up from 39%), and by June 2019, 50% of 6th grade students will meet grade level expectations on STAAR Math (up from 9%).

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.	37%	66%	75%
2) Teachers will lesson plan together utilizing the district curriculum, the district scope and sequence, and resources aligned to the state standards.	70%	85%	95%
3) Students will receive intervention based on their individual needs during the school day as well as before and after school.	49%	70%	75%
4) Students will increase their number sense through the use of warm-ups, small group lessons, think alouds, and prodigy.	46%	60%	75%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: By June of 2019, 50% of 5th grade students will meet grade level expectations on their STAAR Science (up from 25%)

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.	39%	60%	65%
2) Teachers will lesson plan together utilizing the district curriculum, the district scope and sequence, and resources aligned to the state standards.	55%	67%	75%
3) Students will receive intervention based on their individual needs during the school day as well as before and after school.	37%	47%	60%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 4: By April & June of 2019, 100% of students identified gifted and talented will meet grade level expectations on STAAR reading, math, and science portions of the state assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will incorporate enrichment activities in their lessons which address the needs of gifted and talented students.	53%	75%	85%
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 5: By April or June of 2019, 100% of our SPED students will show growth by getting a progress measure of 1 or more which would be evidence of closing the gaps.

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.	53%	58%	100%
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.	45%	44%	85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) ARD committee annually recommends and reviews testing accommodations. Campus staff will implement and follow with fidelity student's IEP and recommend testing accommodations consistently, routinely and effectively.	43%	48%	95%

= Accomplished

= No Progress

= Discontinue

Performance Objective 6: By April of 2019, 100% of our ELL students will show growth of at least one proficiency level across all TELPAS domains.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All ELL students will be receiving targeted interventions including small group, PowerUp, English Language Development club, Rosetta Stone, ESL reading SMART, Literably etc....	41%	65%	90%

= Accomplished

= No Progress

= Discontinue

Goal 2: 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.

Next Year's Recommendation 1: AVID

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.	30%	30%	60%
2) Explore various college opportunities during College Week.	37%	35%	80%

= Accomplished

= No Progress

= Discontinue

Goal 3: 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.	49%	71%	90%
2) Attend 30 minute morning campus faculty meetings which provide training for curriculum and instruction, PBIS, 7 Steps to a Language Rich Classroom and Interventions, and Safe and Civil.	58%	80%	90%

100% = Accomplished 0% = 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.	85%	90%	95%
2) Participate in monthly meetings between Administrators and Peer Facilitators to plan department meetings, discuss curriculum, analize campus data, and review student interventions/enrichments.	37%	54%	85%
3) Participate in weekly Administrator TTESS meetings to discuss walk through focuses, walk through data, and teacher evaluations.	33%	47%	65%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Participate in monthly Administrator Curriculum meetings to discuss curriculum focuses, student data, teacher data, staff development, and Peer Facilitator meetings.	63%	63%	70%
5) Attend team meetings and department planning meetings on a monthly basis.	50%	48%	75%

100% = Accomplished 0% = 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.	23%	29%	75%
2) Attend district-wide Safe and Civil training.	47%	42%	80%

100% = Accomplished 0% = 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.	57%	75%	90%

100% = Accomplished 0% = No Progress = Discontinue

Goal 4: 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. We will hold 2 after school parent involvement events per semester plus our monthly parent informational meetings.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide activities that will welcome parents to our campus.	41%	66%	85%
2) Recruit parent volunteers	37%	45%	45%
3) Provide parent trainings using community resources based on parent feedback on their needs.	58%	78%	80%

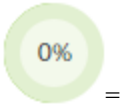
= Accomplished

= No Progress

= Discontinue

Performance Objective 2: Parents will be able to assist their children with homework, academic intervention, and academic enrichment. Reading and math teachers will present strategies at our meetings to help the parents.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) parents can receive assistance from teachers on how to help their children with homework, academic intervention, and academic enrichment.	25%	27%	80%
2) Hold parent conferences regarding student academic concerns.	24%	28%	40%
3) Provide students with planners to assist parent with homework and teacher communication.	56%	85%	90%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished  = No Progress = Discontinue			

Goal 5: We will use 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 1 to 1 laptops for all students to utilize in the classroom.	100%	100%	100%
2) Extend normal school hours to allow students to have access to technology outside of the normal school day.	0%	0%	40%
3) Provide innovative technology and intervention programs to students to address academic needs.	15%	30%	40%
100% = Accomplished 0% = 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.	27%	34%	65%
2) Model appropriate use of technology during faculty meetings and department meetings.	49%	46%	80%
3) Develop lesson plans with technology applications incorporated in which students are using the technology.	44%	66%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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, Skyward, Mizuni, Schoology, LanSchool and other technology applications.	68%	80%	95%
	100% = Accomplished	0% = No Progress	= Discontinue

Dobie High School Performance Objectives 2018-2019

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.

Next Year's Recommendation 1: Continue to work with District on alignment with written curriculum, strategies and assessments.

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.	100%	100%	100%
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.	100%	100%	100%
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.	100%	100%	100%

100% = Accomplished 0% = 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.

Next Year's Recommendation 2: Teachers will continue to provide warm up activities to address deficits in Reading and Writing skills.

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)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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)	100%	100%	100%
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)	100%	100%	100%
100% = Accomplished 0% = 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.

Next Year's Recommendation 3: We will continue to work together in Content teams analyzing data and planning effective instruction.

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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%
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.	100%	100%	100%
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)	100%	100%	100%
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.	100%	100%	100%

100% = Accomplished 0% = 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.

Next Year's Recommendation 4: We will continue targeted tutoring through Priority Days.

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)	100%	100%	100%
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.	100%	100%	100%
3) Limited English Proficient students will be provided opportunities, during the school day, in class and during MegaLunch, to use theTier 3 Reading program and Rosetta Stone Language program to prepare them for success on EOC assessments. (SG-Reading/,ELL)	100%	100%	100%
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)	100%	100%	100%
100% = Accomplished 0% = 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.

Next Year's Recommendation 5: We will continue to provide opportunities for teachers to participate in District trainings and other relevant trainings outside of the District.

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)	100%	100%	100%
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)	100%	100%	100%
100% = Accomplished 0% = 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.

Next Year's Recommendation 6: We will continue to meet in Content teams to analyze student data which will inform instruction for more student success.

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)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 7: Additional Targeted Support (ATS) will be a focus for Academic Achievement, specifically in the Content areas of Mathematics and ELA.

Next Year's Recommendation 7: We will continue to provide Targeted Support duringPriority Days during MegaLunch

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) ELA and Mathematics teachers will provided Targeted Support to students who did not meet grade level or above on STAAR. Targeted Support will be frequent small group instruction during the Instructional period, as well as, small group tutorials during MegaLunch priority days.	100%	100%	100%
	100% = Accomplished	0% = 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: 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.

Next Year's Recommendation 1: We will continue to work with feeder schools to place students appropriatey

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.	100%	100%	100%
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.	33%	80%	90%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: Structures which ensure a smooth transition from intermediate to high school will be planned and implemented.

Next Year's Recommendation 2: We will work to ensure a smooth transition

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.	100%	100%	100%
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.	100%	100%	100%
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	100%	100%	100%
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.	100%	100%	100%
5) Dobie counselors will make presentations to all 8th grade students concerning credits, EOC assessments, and expectation for high school students.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: All students will be encouraged to take advanced coursework and advanced testing as preparation necessary for a 21st century learner.

Next Year's Recommendation 3: We will encourage advanced coursework for all students

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.	100%	100%	100%
2) Parent meetings will be planned to provide necessary information and answer questions.	100%	100%	100%
3) Prep sessions will be provided for students throughout the year to prepare them for the AP assessments.	100%	100%	100%
4) Economically disadvantaged students shall receive fee waivers or fee assistance in testing opportunities such as Advanced Placement, PSAT or SAT/ACT.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: 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.

Next Year's Recommendation 4: We will have advisory 2 days a week to promote the social and emotional connections between student and teacher

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.	100%	100%	100%
2) Teachers will utilize an advisory on Friday to continue monitoring students' academic success, build personal relationships with students and view Dobie news.	100%	100%	100%

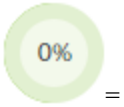
Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 5: 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.

Next Year's Recommendation 5: We will continue to offer AF JROTC

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.	100%	100%	100%
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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%
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.	100%	100%	100%
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.	100%	100%	100%
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.	100%	100%	100%
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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished  = No Progress = Discontinue			

Performance Objective 6: The campus will create a safe school climate which provides opportunities for healthy social and emotional connections essential to 21st century learners.

Next Year's Recommendation 6: We will create a safe school climate

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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 7: 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.

Next Year's Recommendation 7: We will work collaborately with District Secial Education Deptartment

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.	100%	100%	100%
2) The campus will follow district procedures regarding parental request for special education evaluation.	100%	100%	100%
3) The campus will follow district procedures regarding parental request for special education services.	100%	100%	100%
4) The campus will work collaboratively with the District Special Education Office to monitor appropriate STAAR/STAAR A participation decisions.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%
6) The campus will follow district procedures in addressing transition requirements for students with disabilities.	100%	100%	100%
7) The campus will follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%
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.	100%	100%	100%
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.	100%	100%	100%
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.	100%	100%	100%
11) SIOP instructional strategies will be implemented in all core academic classes.	100%	100%	100%
12) The SIOP facilitator will monitor grades, attendance and discipline of all ELL students and make appropriate referrals, if needed.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
13) The SIOP facilitator will assist in the ELL classroom and in the SIOP classrooms to provide academic support for the ELL students.	100%	100%	100%
14) SIOP facilitator will monitor instructional delivery, plan for the implementation of SIOP strategies and provide support to SIOP team teachers.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 8: Dobie College Now will develop a dual credit program where students can graduate from high school with up to 30 dual credit college hours.

Next Year's Recommendation 8: We will continue to offer Dobie College Now program

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will take six college hours each semester.	33%	25%	80%
2) Students will visit with the College Now Coordinator a minimum of four times each semester.	100%	100%	100%
3) Students will attend enrichment activities on Fridays in the College Now office.	100%	100%	100%
100% = Accomplished 0% = 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.

Next Year's Recommendation 1: We will provide opportunities for student to research college programs.

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.	100%	100%	100%
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.	100%	100%	100%
3) Teachers will post "I Earned My Degree From..." signs outside their classrooms. Administrators will post these signs in their offices.	100%	100%	100%
4) Senior students will participate in various events to plan for college such as: admissions requirements, financial aid applications, and exploring career opportunities .	100%	100%	100%

= Accomplished

= 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.

Next Year's Recommendation 2: We will continue to offer Tech Prep/CATE

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.	100%	100%	100%
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.	100%	100%	100%
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.	100%	100%	100%
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)	100%	100%	100%
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.	100%	100%	100%
6) Develop and implement a campus monitoring system requiring collaboration of all participants in the student PBM/CTE monitoring process for identified students.	100%	100%	100%
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.	100%	100%	100%
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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: Dobie College Now will establish a culture of post-secondary readiness.

Next Year's Recommendation 3: College Now will continue to establish a culture of college readiness

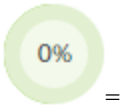
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will apply for at least one on-line class	100%	100%	100%
2) Students will participate in college tours.	100%	100%	100%
3) Students will participate in area college fairs.	100%	100%	100%
4) Students will apply to "Apply Texas" for the colleges or universities of their choice.	100%	100%	100%
5) Parent Meetings will be held once in the fall and twice in the spring semester.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 4: Students will receive information and guidance necessary to facilitate successful entry in post secondary education.

Next Year's Recommendation 4: We will give students information and guidance for college success

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.	100%	100%	100%
2) AVID personnel will continue their support and focus on providing learning opportunities to all students to encourage college preparation.	100%	100%	100%

= Accomplished



= 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.

Next Year's Recommendation 1: We will continue to recruit highly qualified staff

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 = 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.

Next Year's Recommendation 2: We will continue to train staff in highly effective instructional techniques

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.	100%	100%	100%
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.	100%	100%	100%
100% = Accomplished 0% = 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.

Next Year's Recommendation 3: We will work to retain highly qualified staff

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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%
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.	100%	100%	100%
4) The administrative staff will give frequent public recognition to teachers who regularly provide rigorous, relevant instruction to our students.	100%	100%	100%

= Accomplished

= 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.

Next Year's Recommendation 1: We will pursue parents to help with extracurricular activities

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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%

= Accomplished

= 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.

Next Year's Recommendation 1: We will partner with the community for student success

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.	100%	100%	100%
2) We will create partnerships with area businesses to assist with EOC assessment remediation programs.	100%	100%	100%
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.	100%	100%	100%
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.	100%	100%	100%

= Accomplished

= 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.

Next Year's Recommendation 1: We will continue to use appropriate structures 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.	100%	100%	100%
2) Students will be allowed to use their personal telecommunications devices in classrooms for educational purposes.	100%	100%	100%
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.	100%	100%	100%
4) Students will have 24/7 access to the Edgenuity on-line program for credit and grade recovery.	100%	100%	100%

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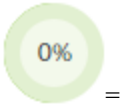

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Performance Objective 2: Technology will be integratged into the curriculum and utilized in instruction and monitoring for all students.

Next Year's Recommendation 2: We will continue to integrate technology into instruction.

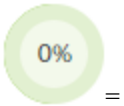
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will utilize web based solutions, including Aware and Forethought to collaboratively plan instruction and assessment.	100%	100%	100%
2) Teachers will utilize instructional technology with all students.	100%	100%	100%
3) Teachers will integrate opportunities for students to apply digital tools to gather, evaluate, and use information.	100%	100%	100%
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.	100%	100%	100%
5) Teachers will integrate opportunities for students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	100%	100%	100%
6) The District web based Skyward Qmaltive program will be available for parents to monitor students' grades and attendance throughout the year.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: All faculty and staff will be provided with technology focused professional development.

Next Year's Recommendation 3: We will continue to offer Professional Development for technology

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.	100%	100%	100%
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.	100%	100%	100%
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.	100%	100%	100%
4) Continue specific training for effective use of Promethean Boards for lesson development and problem solving.	100%	100%	100%
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.	100%	100%	100%

= Accomplished



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Goal 8: We will meet or exceed the target in Domain 3: Closing the Gap for All Students, White, and Two or More Races, in ELA and Mathematics.

Performance Objective 1: Increase meets grade level performance from 39% to 44% in ELA for all students, from 54% to 60% in ELA for Whites, from 42% to 56% in ELA for Two or More Races..

Next Year's Recommendation 1: We will continue to work to increace grade level performance in all areas

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ninth grade and tenth grade students severely below grade level are involved in priority day tutoring that targets basic literacy skills and builds in practice for processing skills. A group of students are also enrolled in a separate reading intervention course. Teachers and case workers are engaging in regular parental contact to keep parents informed about their child's progress.	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: Increase grade level performance from 35% to 46% in Mathematics for All students, from 33% to 59% in Mathematics for White, from 33% to 54% in Mathematics for Two or More Races.

Next Year's Recommendation 2: We will continue to work to increace grade level performance in all areas

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ninth grade and tenth grade students severely below grade level are involved in priority day tutoring which targets misunderstandings on specific objectives and builds in practice for processing skills necessary for success in Mathematics. A group of students are also enrolled in a separate reading intervention course. Teachers and case workers are engaging in regular parental contact to keep parents informed about their child's progress.	100%	100%	100%

= Accomplished

= No Progress

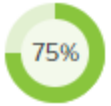
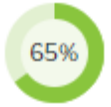
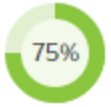
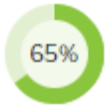
= Discontinue

Dr. Kirk Lewis Career and Technical High School Performance Objectives 2018-2019

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 progress by 5% for special education and limited English proficient students through implementation of support facilitation (SF) and sheltered instruction observation protocol (SIOP) approaches.

Next Year's Recommendation 1: Continue increasing STAAR EOC progress for Special Education and Limited English Proficient students.

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 goals, being implemented in SIOP and LEP classes.			
5) Implement strategies to support development of academic language for English Language Learner (ELL) students such as whisper phones, Rewordify, etc.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 2: CTHS will effectively and efficiently implement, monitor and adjust our tutorial, intervention, and extended day offerings for students.

Next Year's Recommendation 2: Continue refinement, scheduling, and structure of Reboot (internal tutorial time) and PIE (Planned Intervention and Encrichment) time.

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.	66%	80%	80%
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.	33%	40%	45%
3) Develop, implement, and monitor the organization and benefits of extended day services every Wednesday afternoon at CTHS.	33%	75%	75%
4) Monitor and adjust the implementation of campus literacy initiative three days per week during PIE time.	33%	45%	50%
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 3: CTHS students will demonstrate an increase in performance at the approaches grade level, meets grade level, and masters grade level on all STAAR EOC examinations and demonstrate progress (yearly growth) through the implementation of strategies from district and campus professional development.

Next Year's Recommendation 3: Continue focusing on increased numbers of students at Meets and Masters grade level.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students on the ELA I STAAR examination will increase performance to 65% at the meets grade level, and from 10% at the masters grade level.	33%	50%	90%
2) Students on the ELA II STAAR examination will increase performance to 72% at the meets grade level, and to 11% at the masters grade level.	33%	45%	45%
3) Students on the Algebra I STAAR examination will increase performance from 92% to 94% at the approaches grade level, from 49% to 51% at the meets grade level, and from 15% to 17% at the masters grade level.	33%	60%	100%
4) CTHS students will increase expected progress on the Algebra 1 STAAR examination from 44% to 48% by the end of the school year.	0%	35%	95%
5) Students on the Biology STAAR examination will increase performance from 96% to 98% at the approaches grade level, increase from 76% to 78% at the meets grade level, and from 33% to 35% at the masters grade level.	33%	50%	100%
6) Students on the U. S. History STAAR examination will increase performance from 99% to 100% at the approaches grade level, from 88% to 90% at the meets grade level, and from 57% to 59% at the masters grade level.	33%	65%	100%
7) CTHS will maximize the effectiveness of personnel and staff to meet the unique academic needs of all students.	33%	65%	80%
8) CTHS will utilize Edgenuity to support students in recovering and regaining academic credits.	33%	50%	65%

100% = Accomplished 0% = 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.

Next Year's Recommendation 1: Continue staff development on blended learning, refinement of personalized learning through Connect model, and evaluation of PLOT for all staff.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CTHS teaching staff will regularly utilize blended learning instructional strategies.	33%	50%	70%
2) CTHS will implement, monitor, and adjust personalized learning with a team of ninth grade, a team of tenth grade, and a team of eleventh grade core teachers as part of the PISD Connect program.	33%	65%	70%
3) Define first and second levels of staff technology competency and develop a personalized learning of technology (PLOT) plan for each CTHS instructor.	33%	35%	35%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: CTHS will continue to develop and promote the exploration of post secondary career and educational opportunities.

Next Year's Recommendation 2: Continue high expectations for all students in earning CCMR designation. Increase number of students earning CCMR designation.

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.	33%	60%	90%
2) CTHS will maximize the AVID elective to effectively provide support and strategies for students.	33%	65%	80%

100% = Accomplished 0% = 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.

Next Year's Recommendation 1: Continue collaboration and instructional strategies work of AP and Pre-AP Vertical teams.

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.	33%	65%	80%
2) CTHS will increase the mean score of all AP examinations administered by 5% during the 2018-19 school year and the number of students earning a qualifying score of 3, 4, or 5 on all AP exams by 5 % during the 2018-19 school year.	0%	45%	65%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: CTHS will maintain a 90% or higher retention rate for all campus instructional staff.

Next Year's Recommendation 2: Continue to 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.	33%	45%	90%

= Accomplished

= 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 and implement appropriate curriculum and offer testing opportunities as possible for an appropriate industry-recognized certification for students in every pathway.

Next Year's Recommendation 1: Continue to implement TEA approved, PER recognized, and industry-recognized certifications in all pathways.

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.	33%	65%	85%
2) CTHS administrative staff will meet with every CTE pathway instructor to determine level of implementation, curriculum, and testing opportunities for all students.	20%	20%	20%
3) CTHS staff will meet the unique needs of CTHS students based on language, academics, and career.	33%	50%	70%
4) Write and post a monthly newsletter to parents on the CTHS website.	66%	75%	100%

= Accomplished

= 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.

Next Year's Recommendation 2: Continue working collaboratively with district CTE staff, CTE pathway instructors, campus leadership, and business leaders to establish an advisory group for every pathway.

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.	35%	70%	80%

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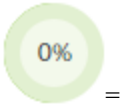

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Performance Objective 3: CTHS will increase the number of business partnerships for each program pathway that will result in expanded field experiences, internships, financial support, equipment donations, and professional collaboration.

Next Year's Recommendation 3: Continue increasing and building business partnerships for all pathways at CTHS.

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 and establish a business advisory committee for each pathway at CTHS.	33%	80%	80%

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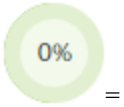

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Goal 5: We will promote a safe school environment, teach citizenship and workplace skills such as work completion, attendance and self-discipline and support the social, emotional and physical well-being of all students and staff.

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.

Next Year's Recommendation 1: Discontinue the advisory/homeroom lessons.

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.	✗	✗	✗

100% = Accomplished 0% = No Progress ✗ = Discontinue

Performance Objective 2: CTHS will prioritze the safety of students and staff at CTHS by providing safety training, regularly communicating safety information, implementing an instant message reporting system and organizing a Medical Emergency Response Team (MERT).

Next Year's Recommendation 2: CTHS established a MERT team, a threat assessment team, and completed table top drills and training for the MERT team.

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.	0%	0%	0%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) CTHS will implement safety training (i.e. ALICE), provide ongoing communication and safety updates, and implement an instant message reporting system.	33%	50%	55%
3) CTHS will organize, train and implement a Medical Emergency Response Team (MERT) to provide trained personnel to respond in a medical emergency or mass casualty event.	40%	40%	60%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: CTHS will implement proactive strategies to increase student average daily attendance from 96.2% in 2017-18 to 97.00% in 2018-19.

Next Year's Recommendation 3: Continue working on student incentives to reach 97.00% overall average campus attendance.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement proactive strategies to increase student average daily attendance.	33%	50%	60%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 4: CTHS will develop and implement student clubs and organizations designed to foster appropriate positive relationships, provide opportunities for school and community service, and allow for competition and participation in local, regional, state, and national events.

Next Year's Recommendation 4: Continue working on student organizations, use of student peer tutors and expansion of clubs and organizations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement and expand opportunities for students to participate in clubs and organizations at CTHS such as Academic Decathlon, Student Council, Key Club, National Honor Society, Skills USA etc.	45%	60%	70%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 5: CTHS will support students and staff in maintaining their physical well being by providing opportunities for stress management, health, wellness and nutrition.

Next Year's Recommendation 5: Continue CHAC and form student led SHAC council.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CTHS will form and implement the Campus Health Advisory Committee (CHAC) to build a culture of health and wellness through activities and events that increase physical activity, support social/emotional health, and promote healthy lifestyle choices.	33%	60%	95%
2) CTHS will form and implement a student-led Student Health Advisory Council (SHAC) to gain student input and promote student involvement in health and wellness.	33%	50%	65%
100% = Accomplished 0% = No Progress = Discontinue			

Fisher Elementary Performance Objectives 2018-2019

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 principals 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 (ATS-Reading-White)	100%	100%	100%
2) Implement the district scope and sequences for all courses in grades PK-4	100%	100%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. (ATS--Reading Whites)	100%	100%	100%
4) Integrate relevant literacy skills across all content areas--Guided Reading groups in all grades. (ATS-Reading-Whites)	100%	100%	100%
5) Teachers will attend focus trainings provided by the district instructional specialist each 9 weeks. (ATS--Reading-Whites)	100%	100%	100%
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. (ATS--reading--white)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Ensure that all science classes incorporate hands-on, outdoor and STEM activities alignment with state Science TEKS. (ATS-Reading-White)	100%	100%	100%
8) Provide staff development on utilization of and usage on on-line data bases, ebooks, books, and other resources for specific TEKS. (ATS-Reading-Whites)	100%	100%	100%
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. (ATS-Reading-White)	100%	100%	100%
10) Build and convene content areas curriculum committees to share successful implementation of research based instructional practices. (ATS--Reading--White)	100%	100%	100%
11) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. (ATS-Reading-Whites)	100%	100%	100%
12) Develop and provide research based instructional strategies and staff development plan for technology integration. (ATS-Reading--White)	100%	100%	100%
13) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC (ATS--Reading--Whites)	100%	100%	100%
14) Utilize Plan4learning software to help track, facilitate and monitor the campus improvement planning projects	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and intervention 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. (ATS-Reading-White)	100%	100%	100%
2) Provide staff with longitudinal data on the percentage of LEP students making progress towareds English proficiency. (ATS-REading-Whites)	100%	100%	100%
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessements. (ATS-Rdg. Whites)	100%	100%	100%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (ATS-Rdg. Whites)	100%	100%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction--PLC. (ATS-Rdg. whites)	100%	100%	100%

100% = Accomplished 0% = 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. (ATS-Rdg. Whites)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (ATS-Rdg. White)	100%	100%	100%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (ATS-Rdg. Whites)	100%	100%	100%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance. (ATS-Rdg. Whites)	100%	100%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (ATS-Rdg. Whites)	100%	100%	100%
6) Establish and support campus PLCs. (ATS-Rdg. Whites)	100%	100%	100%
7) Allow time for consistent vertical, horizontal, and team planning as well as campus-based staff development. (ATS-Rdg. Whites)	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 4: During the current school year Fisher will implement reading initiatives designed to increase reading skills of all students and as evidenced by meeting or exceed the 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. (ATS-Rdg. Whites)	100%	100%	100%
2) Continue/maximize the campus use of Accelerated Reading Instruction. (ATS-Rdg. Whites)	100%	100%	100%
3) Provide time and materials for purposeful reading during the school day. (ATS-Reading Whites)	100%	100%	100%
4) Provide information to teachers regarding special reading needs of dyslexia students. (ATS-Rdg. White)	100%	100%	100%
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (ATS-Rdg. Whites)	100%	100%	100%
6) Provide staff development on reading strategies. (ATS-Rdg. Whites)	100%	100%	100%
7) Provide library books and online resources to support all learning styles. (ATS-Rdg. Whites)	100%	100%	100%
8) Purchase a reading program Learning A-Z for all students to utilize in class	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 5: During the current school year Fisher 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 GT identification procedures.	100%	100%	100%
2) Provide GT pullout program to provide time for the students to work together on projects and for specific enrichment activities.	100%	100%	100%
3) Encourage and promote student participation in G/T Summer Exploration Camp and Field trip activities.	100%	100%	100%
4) Fisher will provide a two-way dual language program to provide an opportunity to enrich GT students with a second language.	100%	100%	100%
5) Participate in Texas Performance Standards Project.	100%	100%	100%
6) Students will be in classrooms with GT certified classroom teachers.	100%	100%	100%
100% = Accomplished 0% = 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. (ATS-Rdg. Whites)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. (ATS-Reading-Whites)	100%	100%	100%
3) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. (ATS-Rdg. White)	100%	100%	100%
4) Ensure the implementation of 504 accommodations for eligible students. (ATS-Rdg. Whites)	100%	100%	100%
5) Use data from TEKS-based assessment for early identification of individuals who might be at-risk or not mastering TEKS. (ATS-Rdg. White)	100%	100%	100%
6) Implement research-based programs designed to accelerate student learning. (ATS-Rdg. Whites)	100%	100%	100%
7) AIMS Web will be utilized to monitor progress of at-risk students.	100%	100%	100%
8) Fisher will participate in CIS program and ACE after school program to provide reading/math/homework/enrichment/STEM activities for our 2nd--4th graders. (ATS-Rdg. Whites)	100%	100%	100%
9) Participate in transition meetings to support LEP students as they move from 4th to 5th grade (ATS-Rdg. White)	100%	100%	100%
10) Utilize instructional paraprofessionals in classrooms during intervention time and throughout the school day to assist students in their learning.	100%	100%	100%

100% = Accomplished 0% = 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.

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.	100%	100%	100%
2) provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	100%	100%	100%
3) Implement the districts bilingual continuum and provide opportunities for teachers to carry this out	100%	100%	100%
4) Implement the ESL scope and sequence at all grade levels.	100%	100%	100%
100% = Accomplished 0% = 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) Conscious discipline strategies will be implemented with students.	100%	100%	100%
2) Provide mediation, conflict resolution, bullying, CHAMPS and CD training opportunities for students and staff. (ATS-Rdg. White)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Create a crisis management plans, including safety drills & lockdown drills (ATS-Rdg. White)	100%	100%	100%
4) Provide training and implement effective strategies through Safe & Civil (PBIS) to reduce inappropriate behavior. (ATS-Rdg. White)	100%	100%	100%
5) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior. (ATS-Rdg. White)	100%	100%	100%
6) Fisher will house the district's disciplinary alternative education center.	100%	100%	100%
7) Provide staff development concerning abuse and reporting obligations.	100%	100%	100%

100% = Accomplished 0% = 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 practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Universal breakfast will be provided for all students at Fisher. (ATS-Rdg. Whites)	100%	100%	100%
2) Administer Fitness Gram to all 3rd, 4th grade students and use reports to drive instruction in PE classes. (ATS-Rdg. Whites)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Establish a campus health advisory committee to develop and support coordinated school health goals and objectives. (ATS-Rdg. White)	100%	100%	100%
4) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. (ATS-Rdg. Whites)	100%	100%	100%
5) Provide parent education opportunities for coordinated school health. (ATS-Rdg. Whites)	100%	100%	100%
6) Implement a Walk for Diabetes in an effort to increase awareness for diabetes and participate in Walk for Sight and Sight to See to support the Pasadena Lions Club. (ATS-Rdg. White)	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 10: During the current school year, the campus will use the districts 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. (ATS-Rdg. White)	100%	100%	100%
2) Record grades that accurately communicate mastery or non mastery on a specific student expectations. (ATS-Rdg. White)	100%	100%	100%
3) Use district guidelines regarding the appropriate use of homework. (ATS-Rdg. White)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Use grade and/or content specific grading rubrics. (ATS-Rdg. White)	100%	100%	100%
5) Use district wide grade and/or content appropriate retest standards. (ATS-Rdg. White)	100%	100%	100%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. (ATS-Rdg. White)	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 11: During the current school 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 problems. (ATS-Rdg. White)	100%	100%	100%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance. (ATS-Rdg. White)	100%	100%	100%
100% = Accomplished 0% = 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 ARD paperwork to ensure IDEA transition components are addressed during the ARD process. (ATS-Rdg. White)	100%	100%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. (ATS-Rdg. Whites)	100%	100%	100%
3) Provide staff development opportunities for teachers working with special education student experiencing reading difficulties. (ATS-Rdg. White)	100%	100%	100%
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. (ATS-Rdg. White)	100%	100%	100%
5) Campus will follow district procedures regarding parental request for special education evaluation. (ATS-Rdg. White0	100%	100%	100%
6) Work collaboratively with the district special education office to document appropriate state assessment decision making process for students with disabilitites: 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 and STAAR Alt (ex. PLAFFs, IEPs, deliberation) and 3) Utilizing district/state required STAAR and STAAR Alt. participation requirements forms. (ATS-Rdg. White)	100%	100%	100%
7) Work collaborately with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. (ATS-Rdg. White)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Follow district policy to ensure students with disabilities have access to facilities. (ATS-Rdg. White)	100%	100%	100%
9) Provide instructional supplies and training for all teachers working with students with disabilities. (ATS-Rdg. White)	100%	100%	100%
10) Include special education teachers in training given in the area of dyslexia and related disorders. (ATA-Rdg. White)	100%	100%	100%
11) Monitor the number of students with disabilities being served in least restrictive environments. (ATS-Rdg. White)	100%	100%	100%
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactory on their state assessment test for any subject, an ARD committee meeting will be held within 4-weeks or as soon as possible to discuss Accelerated Instruction/Intensive Program of Instruction. (ATS-Rdg. White)	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

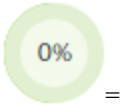
Goal 2: We will promote career and college exploration and preparations through the use of systems and structures to meet the needs of all

Performance Objective 1: During the current school year, all 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. (ATS-Rdg. White)	100%	100%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements such as printers, laminating machine and supplies needed.	100%	100%	100%
= Accomplished = No Progress = Discontinue			

Performance Objective 2: During the current school year, all teachers 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. (ATS-Reading White)	100%	100%	100%
2) Provide students with real-world experiences that explore a wide range of careers such as taking students on Field Trips and bringing in events to support our students learning (ATS-Rdg. white)	100%	100%	100%
3) Implement career guidance curriculum to 4th graders. (ATS-Rdg. Whites)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished  = 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 Fisher teachers and paraprofessionals 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 = No Progress = Discontinue			

Goal 4: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: During the current school year, 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.	100%	100%	100%
2) Materials and supplies are provided for parent volunteers and parent classes.	100%	100%	100%
3) Family literacy and Math events will be held by the counselor and Peer Facilitators	100%	100%	100%
4) Fisher will partner with Community in Schools to provide a CIS worker in our school and ACE programs to assist in afterschool program for our 2nd-4th grade student with academic needs.	100%	100%	100%
5) Fisher will hold a Parent Volunteer Appreciation breakfast	100%	100%	100%
6) Fisher will hold a Fisher Family Day inviting all family members to visit the school, watch each grade perform, and participate in classroom lead activities.	100%	100%	100%
7) Parent Coordinator staff development/training registration fee	100%	100%	100%
8) CIS will promote service organizations for students in school: student council	100%	100%	100%
9) Counselor and CIS worker will foster relationships with local businesses and community organizations in an effort to create opportunities for our children and parents.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
10) AVANCE program to promote health and weallness for parents with child of 0-3 years, will be at Fisher once a week	100%	100%	100%
11) Counselor will promote guidance classes through out the school year for our PreK-4th grade students	100%	100%	100%
12) Counselor will spear-head Fisher's annual Trick or Treat night for our Fisher families	100%	100%	100%
13) Fisher will have a Father/Daughter and Mother/Son dance	100%	100%	100%

= Accomplished

= 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, Fisher 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) Conscious discipline strategies are being implemented with students.	100%	100%	100%
2) Provide mediation, conflict resolution, bullying, CHAMPS and CD training opportunities for students and staff. (ATS-Rdg. White)	100%	100%	100%
3) Create a crisis management plans, including safety drills and lock down drills. (ATS-Rdg. White)	100%	100%	100%
4) Provide training and implement effective strategies through Safe & Civil (PBIS) to reduce inappropriate behavior. (ATS-Rdg. White)	100%	100%	100%
5) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior. (ATS-Rdg. White)	100%	100%	100%
6) Provide staff development concerning abuse and reporting obligations.	100%	100%	100%

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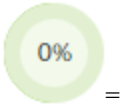

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Performance Objective 2: During the current school year, we will develop a system to meet, manage and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff oportunities for CPR/AED training and response to campus emergencies	100%	100%	100%
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: During the current school year, our campus will 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	100%	100%	100%
2) Establish protocols for safety procedures at field trips.	100%	100%	100%
3) Provide opportunities for employees to be trained in personal safety	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Frazier Elementary Performance Objectives 2018-2019

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.	65%	75%	100%
2) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	33%	75%	100%
3) Integrate relevant literacy skills across all content areas.	66%	100%	100%
4) Use standardized rubrics for measuring responses for writing assignments and/or assessments of content areas.	33%	70%	100%
5) Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with new state science TEKS.	33%	55%	100%
6) Use on-line databases, eBooks, books, and other resources for specific TEKS.	66%	75%	100%
7) Provide staff development on utilization of on-line databases and resources.	33%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	33%	100%	100%
9) Build and convene content area curriculum teams to share successful implementation of research based instructional practices.	33%	100%	100%
10) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.	66%	85%	100%
11) Develop and provide research based instructional strategies and staff development plan for technology integration.	33%	100%	100%
12) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.	100%	100%	100%
13) Implement gradual release model for lesson design and delivery.	66%	100%	100%
14) Monitor curriculum implementation through campus walkthroughs.	33%	100%	100%

= Accomplished

= 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.	66%	80%	80%
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.	66%	90%	90%
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.	66%	95%	95%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	66%	100%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction.	66%	100%	100%
6) Use data disaggregation to drive instruction.	66%	100%	100%

= Accomplished

= 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.	100%	100%	100%
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	66%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	66%	100%	100%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	66%	100%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	100%	100%	100%
6) Establish and support campus PLCs.	100%	100%	100%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	66%	100%	100%

100% = Accomplished 0% = 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.	66%	100%	100%
2) Provide time and materials for purposeful reading during the school day.	66%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide information to teachers regarding special reading needs of dyslexia students.	33%	100%	100%
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels	100%	100%	100%
5) Provide staff development about reading strategies	66%	100%	100%
6) Provide library books and on-line resources to support all learning styles.	100%	100%	100%

100% = Accomplished 0% = 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.	66%	100%	100%
2) Promote G/T Summer Exploration Camp opportunities.	0%	0%	100%
3) G/T students will participate in the Texas Performance Standards Project and other challenging educational experiences.	33%	60%	100%
4) Students will be clustered and instructed by G/T certified teachers.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Promote participation in the Duke Talent Search program in 4th grade.	33%	50%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Ensure the implementation of 504 accommodations for eligible students.	100%	100%	100%
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	100%	100%	100%
4) Implement research-based programs designed to accelerate student learning.	66%	50%	100%
5) Provide additional and individualized support to parents of at risk students.	66%	75%	100%
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.	0%	0%	100%
7) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.	66%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Provide intervention services through extended day, SMART time, and extended year programs incorporating TEKS requirements based on current year data.	66%	45%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 7: All staff will support 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.	100%	100%	100%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	33%	65%	100%
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.	66%	75%	100%
4) Implement the ESL scope and sequence at all grade levels.	66%	100%	100%

= Accomplished

= 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.	66%	100%	100%
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	33%	100%	100%
3) Create a crisis management plan, including safety drills	33%	60%	100%
4) Provide training and implementing effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	66%	100%	100%
5) Provide Gang Awareness training and Character Education programs.	66%	100%	100%
6) Utilize behavior specialist to provide intervention strategies and develop an intervention plan for students with chronic misbehaviors.	66%	100%	100%
7) Provide staff development concerning abuse and reporting obligations.	100%	100%	100%

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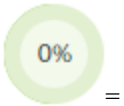

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Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.	66%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	66%	60%	70%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	66%	65%	70%
4) Administer Fitnessgram and use reports to drive instruction.	33%	80%	70%
5) Provide parent education opportunities for coordinated school health.	66%	65%	60%

= Accomplished

= 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.	100%	100%	100%
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.	100%	100%	100%
3) Use grades and/or content specific grading rubrics.	66%	100%	100%
4) Use district guidelines regarding the appropriate use of homework.	66%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Use district-wide grade and/or content appropriate standards.	100%	100%	100%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 11: During the current school 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.	66%	85%	100%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	66%	80%	100%
100% = Accomplished 0% = 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 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Provide instructional materials and training for all teachers working with students with disabilities.	66%	85%	100%
10) Special education teachers are included in training given in the area of dyslexia and other related disorders.	33%	100%	100%
11) Monitor the number of students with disabilities being served in least restrictive environments.	66%	75%	100%
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.	100%	100%	100%

100% = Accomplished 0% = 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.	66%	95%	100%
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom."	100%	100%	100%
3) Increase the integration of technology into instruction, curriculum and assessment, in grades PK-4, as outlined in the District Technology Plan.	66%	65%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	66%	100%	100%

= Accomplished

= 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.	33%	60%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	100%	100%	100%

= Accomplished

= 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.	66%	100%	100%
2) Establish higher education promotion campaigns.	33%	50%	80%

= Accomplished

= 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.	33%	30%	60%
2) Provide opportunities for students to explore various career opportunities through various grade level career fairs and activities.	33%	40%	60%

= Accomplished

= 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.	33%	95%	100%
2) Provide mentorship and staff development opportunities to new personnel.	33%	45%	100%
3) Expand leadership and mentoring opportunities for all staff.	33%	70%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	33%	65%	100%

= Accomplished

= 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 involved in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.	33%	65%	100%
2) Provide parent education on various topics.	33%	75%	100%
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	33%	65%	100%
4) Offer workshops for parents of students with reading difficulties and related disorders, as well as instructional interventions.	33%	70%	100%
5) Provide parent workshops regarding reading with children, online resources and eBooks.	33%	80%	100%
6) Provide educational resources for parents on the website.	66%	100%	100%
7) Provide educational resources and strategies for parents to utilize at home with their child.	33%	100%	100%
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data.	66%	100%	100%
9) Provide information that can be utilized with students and parents in the interpretation of test results.	33%	45%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
10) Implement Give Me Five Parent Volunteer Partnership program.	33%	100%	100%

100% = Accomplished 0% = 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.	33%	35%	40%
2) Promote student/parent/business involvement through volunteerism.	33%	60%	80%
3) Promote service organizations for students in school (Student Council, Safety Patrol, etc)	33%	40%	50%
4) Participate in the "See to Succeed" program.	66%	100%	100%
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.	66%	80%	100%
6) Implement Campus Spotlight and/or awards for exceptional service (Teacher of the Year, Paraprofessional of the Year, Volunteers of the Year, etc.)	33%	60%	100%

100% = Accomplished 0% = 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.	40%	100%	100%
2) Provide opportunities to attend training in behavior management.	30%	75%	100%
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).	30%	100%	100%
4) Implementation of safety crisis management plans, including safety drills.	5%	55%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	20%	70%	100%
6) Provide training opportunities for gang awareness and character education programs.	5%	100%	100%
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	100%	100%	100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.	5%	70%	100%
9) Implement an age-appropriate and vertically-aligned guidance curriculum.	70%	90%	100%
100% = Accomplished 0% = 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.	5%	50%	85%
2) Provide training opportunities for all employees on: Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials.	100%	100%	100%
100% = Accomplished 0% = 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.	0%	35%	100%
2) Establish protocols for safety procedures for field trips.	15%	100%	100%
3) Provide opportunities for employees to be trained in personal safety.	10%	20%	20%
100% = Accomplished 0% = 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.	0%	20%	100%
2) Provide support for student and staff participation in service learning opportunities.	10%	15%	25%

= Accomplished

= No Progress

= Discontinue

Performance Objective 5: Campus will sustain a focus on personal health and nutrition for all students and employees as measured by increased awareness and participation in specific events related to health.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Employees will participate in the district employee wellness challenges each month.		55%	100%
2) Students will be encouraged to eat more fruits and vegetables daily during lunch.	5%	25%	75%
3) The campus will hold a family and community health fair to highlight local businesses and resources to promote family health and nutrition.		100%	100%

= Accomplished

= No Progress

= Discontinue

Freeman Elementary Performance Objectives 2018-2019

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) Teachers will review, implement, and evaluate the instructional strategies based on the PISD scope and sequence for all courses in grades PK-4.	4%	50%	100%
2) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	4%	51%	100%
3) Monitor curriculum implementation through campus walkthroughs.	10%	51%	100%
4) Use standardized rubrics for measuring responses for writing assignments and/or assessments of content areas.	10%	50%	100%
5) Use on-line databases, eBooks, books, and other resources for specific TEKS	10%	50%	100%
6) Provide staff development on utilization of on-line data-bases and resources.	100%	100%	100%
7) Provide staff with training to implement differentiated, research based, instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.	10%	50%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.		75%	100%
9) Develop and provide research based instructional strategies and staff development plan for technology integration.	10%	100%	100%
10) Implement gradual release model for lesson design and delivery.	10%	100%	100%
11) Each grade level will collaboratively meet, and with the assistance of the Peer Facilitators, develop both formative and summative assessments.	10%	100%	100%
12) The campus will continue to target math problem solving with multiple problem solving strategies (Graphic organizers and Problem Solving Model).	15%	100%	100%
13) Use online data bases, ebooks, books, and other resources for specific TEKS.	5%	100%	100%

100% = Accomplished 0% = 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 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.	50%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency.	20%	100%	100%
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.	20%	100%	100%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	20%	100%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction.	20%	100%	100%
6) Use data disaggregation to drive instruction	25%	100%	100%
7) 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, etc.).	25%	50%	100%

= Accomplished

= 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.	25%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	20%	55%	100%
3) Teachers will attend training opportunities for problem solving and higher-level question/thinking skills needed to increase rigor.	25%	100%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	25%	100%	100%
5) Establish and support campus PLC's.	25%	100%	100%
6) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	25%	50%	100%

= Accomplished

= 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 the improvement of reading skills with sufficient books in the libraries to support the program.	25%	50%	100%
2) Provide time and materials for purposeful reading throughout the school day.	25%	50%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide information to teachers regarding special reading needs of dyslexia students.		50%	100%
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels.	25%	50%	100%
5) Provide staff development about reading strategies.	25%	50%	100%
6) Provide library books and on-line resources to support all learning styles.	20%	50%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 5: Provide an array of learning opportunities geared toward 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	20%	50%	100%
2) Promote G/T Summer Exploration Camp opportunities			100%
3) G/T students will participate in the Texas Performance Standards Project.	25%	50%	50%
4) Students will be clustered and instructed by G/T certified teachers	50%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Promote participation in the Duke Talent Search program in 4th grade			100%
6) Implement G/T pullout program for identified students.	25%	50%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 6: 100% of at-risk tudents 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 student failing a portion of the STAAR test and students in danger of failing a subject area.	25%	50%	100%
2) Ensure the implementation of 504 accommodations for all eligible students.	50%	75%	100%
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not masters the grade level TEKS.	25%	50%	100%
4) Implement research-based programs designed to accelerate student learning.	20%	100%	100%
5) Provide additional and individualized support to parents of at-risk students.	20%	100%	100%
6) Participate in transition meeting to support ELL students as they move from 4th to 5th grade.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Provide intervention services through extended day, PI Time, and extended year programs incorporating TEKS requirements based on current year data.	25%	50%	100%

100% = Accomplished 0% = 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 other ELL's across 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.	20%	50%	100%
2) Provide opportunities for staff to attend ESL and ELPS training.			100%
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.			100%
4) Implement the ESL scope and sequence at all grade levels.	25%	50%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 8: Freeman 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.	25%	50%	100%
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	25%	50%	100%
3) Create a crisis management plan, including safety drills	25%	50%	100%
4) Provide training and implementing effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	25%	50%	100%
5) Provide Gang Awareness training and Character Education programs.	25%	50%	100%
6) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior.	25%	50%	100%
7) Provide staff development concerning abuse and reporting obligations.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 9: Coordinated School Health plans will be implemented to include activities to increased student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.	25%	50%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Establish a Campus Health Safety Advisory Committee (Wellness Committee) to develop and support coordinated school health goals and objectives.	25%	50%	100%
3) Evaluate the level of implementation of effectiveness of coordinated school health initiative's on a yearly basis.			100%
4) Administer Fitnessgram and use reports to drive instructions		50%	100%
5) Provide parent education opportunities for coordinated school health.		50%	100%
100% = Accomplished 0% = 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.	25%	50%	100%
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.	25%	50%	100%
3) Use grades and/or contend specific grading rubrics	25%	50%	100%
4) Use district guidelines regarding the appropriate use of homework.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Using an RtI model, students who are failing will be identified and receive appropriate interventions in a timely manner.	50%	50%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 11: Curing the current school year, increase the campus attendance rate to 97% or more 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.	50%	100%	100%
2) Attendance incentives will be utilized to recognized and promote outstanding attendance.	50%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 12: During the current school year, our campus will collaboratively work with the District Special Education Office to ensure all the needs of each student is being met, including 100% compliance will 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.	100%	100%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.		100%	100%
4) Campuses will follow district procedures regarding parental request for special education evaluations.	100%	100%	100%
5) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision Making Process for student with disabilities by 1)use of data from progress monitoring, CBAs etc. to make determinations regarding assessment and to ensure progress, 2) ensure ARD document clearly delineates the need for STAAR-A/STAAR Alt II and 3) utilizing District/State required STAAR Accommodated and STAAR Alt. participation requirement forms.	100%	100%	100%
6) Work collaboratively with the District special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative.	100%	100%	100%
7) Follow district policy to ensure students with disabilities have access to facilitates.	100%	100%	100%
8) Provide instructional materials and training for all teachers working with students with disabilities.	50%	50%	100%
9) Special education teachers are included in training given in the area of dyslexia and other related disorders.		100%	100%
10) Monitor the number of students with disabilities being served in the least restrictive environments.	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Classrooms will be equipped with at least minimum requirements for the '21st Century Classroom.'	50%	100%	100%
3) Increase the integration of technology into instruction, curriculum and assessment, in grades PK-4, as outlined in the District Technology Plan.	25%	100%	100%
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.		100%	100%

= Accomplished

= 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.	25%	50%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	50%	50%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: Encourage more students to attend college by promoting College Week.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.	50%	100%	100%
2) Establish higher education promotion campaigns.	50%	75%	100%

= Accomplished

= 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.	50%	75%	100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	50%	75%	100%

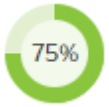
= Accomplished

= No Progress

= Discontinue

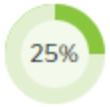
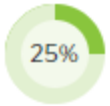
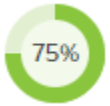
Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

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 team building opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel.			
3) Expand mentorship and staff development opportunities to new personnel.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
= Accomplished = No Progress = Discontinue			

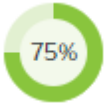
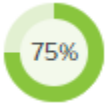
Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

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) Implements 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 instructional resources for parents to utilize at home with their child.			
7) Provide online resources for parents on the website.			
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 interpretations of test results.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = 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 student in school/community service.			
2) Promote student/parent/business involvement through volunteerism			
3) Promote services organizations for students in school (Student Council, Safety Patrol)			
4) Participate in the "See to Succeed" program			
5) Participate in "Navidad en el Barrio" program			
6) Participate in "Project Saving Smiles" program			
7) Implement Campus Spotlight and/or Awards for exceptional service (Teacher of the Year, paraprofessional of the Year, Volunteer of the Year, etc.)			
= Accomplished = 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 with students.	50%	75%	100%
2) Provide opportunities to attend training in behavior management.	50%	100%	100%
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention 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).	25%	50%	100%
4) Implementation of safety crisis management plans, including safety drills.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	50%	100%	100%
6) Provide training opportunities for gang awareness and character education programs.		50%	100%
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 students ability to participate in or benefit from an education 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.			100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.	100%	100%	100%
9) Implement an age-appropriate and vertically-aligned guidance curriculum	50%	75%	100%
100% = Accomplished 0% = 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	100%	100%	100%
2) Provide training opportunities for all employees on: Blood born pathogens, Child Abuse Overview, diabetes, Anaphylaxis, and Hazardous Materials	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness an protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management	50%	75%	100%
2) Establish protocols for safety procedures for field trips	100%	100%	100%
3) Provide opportunities for employees to be trained in personal safety			100%
100% = Accomplished 0% = 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 teacher significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.	25%	75%	100%
2) Provide support for student and staff participation in service learning opportunities.	25%	75%	100%

= Accomplished

= No Progress

= Discontinue

Gardens Elementary Performance Objectives 2018-2019

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 walk-throughs. (ATS -All, White, Hispanic, African American)	45%	100%	100%
2) Implement the district scope and sequences for all courses in grades PK to 4. (ATS -All, White, Hispanic, African American)	100%	100%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. (ATS -All, White, Hispanic, African American)	60%	100%	100%
4) Integrate relevant literacy skills across all content areas. (ATS -All, White, Hispanic, African American)	59%	100%	100%
5) Implement gradual release model for lesson design and delivery. (ATS -All, White, Hispanic, African American)	64%	80%	100%
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. (ATS -All, White, Hispanic, African American)	68%	85%	100%
7) Ensure that all science classes incorporate hands-on laboratory activities in alignment with new state Science TEKS. (ATS -All, White, Hispanic, African American)	52%	95%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use on-line databases, eBooks, books, and other resources for specific TEKS. (ATS -All, White, Hispanic, African American)	52%	71%	100%
9) Provide staff development on utilization of on-line databases and resources. (ATS -All, White, Hispanic, African American)	52%	100%	100%
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. (ATS -All, White, Hispanic, African American)	53%	65%	50%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (ATS -All, White, Hispanic, African American)	53%	65%	100%
12) Implement research based strategies, on a daily basis that promote a variety of learner engagement techniques. (ATS -All, White, Hispanic, African American)	60%	100%	100%
13) Develop and provide research based instructional strategies and staff development plan for technology integration. (ATS -All, White, Hispanic, African American)	47%	75%	75%
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's (ATS -All, White, Hispanic, African American)	100%	100%	100%
100% = Accomplished 0% = 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. (ATS -All, White, Hispanic, African American)	53%	45%	100%
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency. (ATS -All, White, Hispanic, African American)	68%	70%	100%
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments (ATS -All, White, Hispanic, African American)	100%	100%	100%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (ATS -All, White, Hispanic, African American)	38%	55%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction. (ATS -All, White, Hispanic, African American)	55%	80%	100%
6) Use data disaggregation to drive instruction (ATS -All, White, Hispanic, African American)	70%	45%	100%

= Accomplished

= 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 (ATS -All, White, Hispanic, African American)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (ATS -All, White, Hispanic, African American)	54%	70%	75%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (ATS -All, White, Hispanic, African American)	100%	100%	100%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance. (ATS -All, White, Hispanic, African American)	100%	100%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (ATS -All, White, Hispanic, African American)	37%	85%	100%
6) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. (ATS -All, White, Hispanic, African American)	58%	70%	100%
7) Establish and support campus PLCs. (ATS -All, White, Hispanic, African American)	100%	100%	100%

100% = Accomplished 0% = 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. (ATS -All, White, Hispanic, African American)	52%	70%	100%
2) Continue and maximize the campus use of Accelerated Reading Instruction. (ATS -All, White, Hispanic, African American)	70%	100%	100%
3) Provide information to teachers regarding special reading needs of dyslexia students. (ATS -All, White, Hispanic, African American)	57%	100%	100%
4) Provide staff development about reading strategies. (ATS -All, White, Hispanic, African American)	64%	100%	100%
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (ATS -All, White, Hispanic, African American)	55%	100%	100%
6) Provide library books and online resources to support all learning styles. (ATS -All, White, Hispanic, African American)	100%	100%	100%
100% = Accomplished 0% = 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. (ATS -All, White, Hispanic, African American)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Promote G/T Summer Exploration Camp opportunities. (ATS -All, White, Hispanic, African American)		31%	100%
3) Participate in Texas Performance Standards Project (ATS -All, White, Hispanic, African American)	36%	100%	100%
4) Students will be clustered and instructed by G/T Certified teachers (ATS -All, White, Hispanic, African American)	100%	100%	100%
5) Implement G/T Pullout program for identified students. (ATS -All, White, Hispanic, African American)	100%	100%	100%
6) Promote participation in the Duke Talent Search program in fourth grade. (ATS -All, White, Hispanic, African American)	100%	100%	95%

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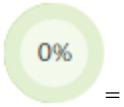

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Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

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 (ATS -All, White, Hispanic, African American)	37%	45%	100%
2) Ensure the implementation of 504 accommodations for eligible students. (ATS -All, White, Hispanic, African American)	95%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. (ATS -All, White, Hispanic, African American)	100%	100%	100%
4) Implement research-based programs designed to accelerate student learning. (ATS -All, White, Hispanic, African American)	91%	100%	100%
5) Provide additional support to parents of at risk students. (ATS -All, White, Hispanic, African American)	57%	100%	100%
6) Participate in transition meetings to support LEP students as they move from 4th to 5th grade. (ATS -All, White, Hispanic, African American)			100%

= Accomplished

= 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. (ATS -All, White, Hispanic, African American)	100%	100%	100%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. (ATS -All, White, Hispanic, African American)	100%	100%	100%
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum. (ATS -All, White, Hispanic, African American)	84%	85%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Implement the ESL (ELDs) scope and sequence at all grade levels. (ATS -All, White, Hispanic, African American)	74%	75%	100%

= Accomplished

= 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. (ATS -All, White, Hispanic, African American)	61%	65%	100%
2) Provide bullying and Conscious Discipline training opportunities for students and staff. (ATS -All, White, Hispanic, African American)	95%	100%	100%
3) Create a crisis management plan, including safety drills and ALICE training/refreshers. (ATS -All, White, Hispanic, African American)	95%	100%	100%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. (ATS -All, White, Hispanic, African American)	100%	100%	100%
5) Provide Gang Awareness training and Character Education programs. (ATS -All, White, Hispanic, African American)	100%	100%	100%
6) Utilize behavior specialists to provide intervention strategies and develop Behavior Intervention Plans for students with chronic disruptive behaviors. (ATS -All, White, Hispanic, African American)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Provide staff development concerning abuse and reporting obligations. (ATS -All, White, Hispanic, African American)	100%	100%	100%

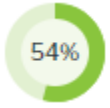
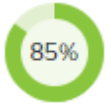
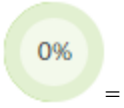
100% = Accomplished 0% = No Progress = Discontinue

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. (ATS -All, White, Hispanic, African American)	95%	80%	100%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. (ATS -All, White, Hispanic, African American)	95%	100%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. (ATS -All, White, Hispanic, African American)	68%	100%	100%
4) Administer Fitnessgram and use reports to drive instruction. (ATS -All, White, Hispanic, African American)		5%	100%
5) Provide Parent Education Opportunities for coordinated school health. (ATS -All, White, Hispanic, African American)	53%	70%	100%
6) Students will participate in Universal Breakfast. (ATS -All, White, Hispanic, African American)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = 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. (ATS -All, White, Hispanic, African American)			
2) Record grades that accurately communicate mastery or non mastery on specific student expectations. (ATS -All, White, Hispanic, African American)			
3) Use grade and/or content specific grading rubrics (ATS -All, White, Hispanic, African American)			
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. (ATS -All, White, Hispanic, African American)			
= Accomplished  = 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 (ATS -All, White, Hispanic, African American)	82%	85%	100%
2) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. (ATS -All, White, Hispanic, African American)	53%	60%	100%

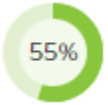
= Accomplished

= 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. (ATS -All, White, Hispanic, African American)	100%	100%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines (ATS -All, White, Hispanic, African American)	74%	100%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing academic or behavioral difficulties. (ATS -All, White, Hispanic, African American)	100%	100%	95%
4) Campuses will follow district procedures regarding parental request for special education evaluation. (ATS -All, White, Hispanic, African American)	73%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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. (ATS -All, White, Hispanic, African American)			
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., PLAAFPs, IEPS, deliberations) and (3) utilize District/State required STAAR and STAAR Alternative Participation Requirement Forms (ATS -All, White, Hispanic, African American)			
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. (ATS -All, White, Hispanic, African American)			
8) Follow district policy to ensure students with disabilities have access to facilities. (ATS -All, White, Hispanic, African American)			
9) Provide training for all teachers working with students with disabilities. (ATS -All, White, Hispanic, African American)			
10) Include special education teachers in training given in the area of dyslexia and related disorders (ATS -All, White, Hispanic, African American)			
11) Monitor the number of students with disabilities being served in least restrictive environments. (ATS -All, White, Hispanic, African American)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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 (ATS -All, White, Hispanic, African American)	100%	100%	100%

= Accomplished

= 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. (ATS -All, White, Hispanic, African American)	82%	100%	100%
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom (ATS -All, White, Hispanic, African American)	100%	100%	100%
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan. (ATS -All, White, Hispanic, African American)	96%	100%	100%
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. (ATS -All, White, Hispanic, African American)	67%	85%	100%

= Accomplished

= 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. (ATS -All, White, Hispanic, African American)	77%	65%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	100%	100%	100%
100% = Accomplished 0% = 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. (ATS -All, White, Hispanic, African American)			100%
2) Establish higher education promotion campaigns. (ATS -All, White, Hispanic, African American)	48%		100%
100% = Accomplished 0% = 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. (ATS -All, White, Hispanic, African American)	51%		100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day. (ATS -All, White, Hispanic, African American)			100%

100% = Accomplished 0% = 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 (ATS -All, White, Hispanic, African American)	67%	80%	100%
2) Provide mentorship and staff development opportunities to new personnel.(ATS -All, White, Hispanic, African American)	100%	100%	100%
3) Expand leadership and mentoring opportunities for all staff. (ATS -All, White, Hispanic, African American)	95%		100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (ATS -All, White, Hispanic, African American)	100%	100%	100%
5) Allow teachers to observe their peers to enhance their own teaching practices. (ATS -All, White, Hispanic, African American)	61%	70%	50%
6) Establish Professional Learning Communities to support continuous professional development and planning specific to the student population. (ATS -All, White, Hispanic, African American)	100%	100%	100%

= Accomplished

= 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. (ATS -All, White, Hispanic, African American)	100%	100%	100%
2) Provide parent education programs on various topics. (ATS -All, White, Hispanic, African American)			100%
3) Implement Superintendent's Stay in School Project/District Attorney Partnership (ATS -All, White, Hispanic, African American)	60%	75%	100%
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. (ATS -All, White, Hispanic, African American)	100%	100%	100%
5) Provide parent workshops regarding reading with children, on-line resources, and eBooks. (ATS -All, White, Hispanic, African American)	53%	65%	100%
6) Provide instructional resources for parents on the campus website. (ATS -All, White, Hispanic, African American)	70%	80%	100%
7) Provide instructional resources for parents to utilize at home with their children. (ATS -All, White, Hispanic, African American)	62%	70%	100%
8) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data. (ATS -All, White, Hispanic, African American)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Provide information that can be utilized with students and parents in the interpretation of test results. (ATS -All, White, Hispanic, African American)	90%	65%	100%

100% = Accomplished 0% = 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. (ATS -All, White, Hispanic, African American)	77%	80%	100%
2) Promote student/parent/business involvement through volunteerism. (ATS -All, White, Hispanic, African American)	48%	70%	100%
3) Promote service organizations for students in school (National Elementary Honor Society, Safety Patrol etc.) (ATS -All, White, Hispanic, African American)	66%	90%	100%
4) Participate in the "See to Succeed" program (ATS -All, White, Hispanic, African American)	100%	100%	100%

100% = Accomplished 0% = 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. (ATS -All, White, Hispanic, African American)	74%	80%	100%
2) Provide opportunities to attend training in Behavior Management. (ATS -All, White, Hispanic, African American)	88%	100%	100%
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). (ATS -All, White, Hispanic, African American)	70%	85%	100%
4) Implementation of safety crisis management plans, including safety drills. (ATS -All, White, Hispanic, African American)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior (ATS -All, White, Hispanic, African American)	64%	70%	100%
6) Provide training opportunities for Gang Awareness and Character Education programs. (ATS -All, White, Hispanic, African American)	100%	100%	100%
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. (ATS -All, White, Hispanic, African American)	100%	100%	100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior (ATS -All, White, Hispanic, African American)	79%	80%	100%
9) Implement an age appropriate and vertically aligned guidance curriculum. (ATS -All, White, Hispanic, African American)	85%	90%	100%
100% = Accomplished 0% = 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. (ATS -All, White, Hispanic, African American)	79%	95%	100%
2) Provide training opportunities for all employees on: Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials (ATS -All, White, Hispanic, African American)	100%	100%	100%
100% = Accomplished 0% = 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. (ATS -All, White, Hispanic, African American)	72%	85%	100%
2) Establish protocols for safety procedures for field trips (ATS -All, White, Hispanic, African American)	68%	85%	100%
3) Provide opportunities for employees to be trained in personal safety. (ATS -All, White, Hispanic, African American)	74%	100%	100%
100% = Accomplished 0% = 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.	77%	85%	100%
2) Provide support for student and staff participation in service learning opportunities.	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Garfield Elementary Performance Objectives 2018-2019

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 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. (ATS - SpEd & AA)	33%	83%	100%
2) Implement the district scope and sequence for all grades PK-4. (ATS - SpEd & AA)	33%	82%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. (ATS - SpEd & AA)	33%	81%	100%
4) Integrate relevant literacy skills across all content areas. (ATS - SpEd & AA)	33%	83%	100%
5) Implement gradual release model for lesson design and delivery. (ATS - SpEd & AA)	33%	79%	100%
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. (ATS - SpEd & AA)	33%	85%	85%
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with the state Science TEKS. (ATS - SpEd & AA)	33%	79%	85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use on-line data bases, ebooks, books, and other resources for specific TEKS. (ATS - SpEd & AA)	33%	79%	85%
9) Provide staff development on utilization of on-line databases and resources. (ATS - SpEd & AA)	33%	74%	80%
10) Provide staff with the necessary training to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of levelled readers, and authentic projects. (ATS - SpEd & AA)	33%	80%	100%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (ATS - SpEd & AA)	33%	82%	90%
12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. (ATS - SpEd & AA)	33%	79%	100%
13) Develop and provide research based instructional strategies and staff development plan for technology integration. (ATS - SpEd & AA)	33%	80%	100%
14) Create master schedules that will provide for common planning time for teams of teachers and promote time for PLCs. (ATS - SpEd & AA)	100%	100%	100%
100% = Accomplished 0% = 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.

Next Year's Recommendation 2: Case managers for each grade level to monitor progress

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. (ATS - SpEd & AA)	33%	83%	95%
2) Provide staff with longitudinal data on the percentage of LEP students making progress toward English proficiency.	100%	100%	100%
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. (ATS - SpEd & AA)	33%	80%	95%
4) Provide staff development opportunities for regular education teachers on the intervention, 504, and Special Education referral processes. (ATS - SpEd & AA)	66%	82%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction. (ATS - SpEd & AA)	66%	84%	100%
6) Use data disaggregation to drive instruction. (ATS - SpEd & AA)	66%	86%	100%

= Accomplished

= 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. (ATS - SpEd & AA)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development on differentiation/ scaffolding designed to meet the learning needs of all students. (ATS - SpEd & AA)	33%	84%	100%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/ thinking skills needed to increase rigor. (ATS - SpEd & AA)	33%	85%	100%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance. (ATS - SpEd & AA)	33%	87%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (ATS - SpEd & AA)	33%	86%	90%
6) Establish and support campus PLCs. (ATS - SpEd & AA)	66%	81%	100%
7) Allow time for consistent vertical, horizontal and team planning as well as campus-based staff development.	33%	86%	90%
100% = Accomplished 0% = 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. (ATS - SpEd & AA)	33%	82%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Continue to maximize the campus use of Accelerated Reader.	66%	80%	100%
3) Provide time and materials for purposeful reading during the school day. (ATS - SpEd & AA)	66%	85%	95%
4) Provide information to teachers about special reading needs of students with dyslexia and other reading disorders. (ATS - SpEd & AA)	33%	79%	100%
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (ATS - SpEd & AA)	66%	87%	100%
6) Provide staff development regarding reading strategies. (ATS - SpEd & AA)	33%	83%	100%
7) Provide library books and online reading resources to support all learning styles. (ATS - SpEd & AA)	66%	81%	100%
100% = Accomplished 0% = 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.	66%	85%	100%
2) Promote G/T Summer Exploration Camp opportunities.	0%	0%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Participate in Texas Performance Standards Project.	33%	76%	100%
4) Students will be clustered and instructed by G/T Certified teachers.	100%	100%	100%
5) Implement G/T Pullout Program for identified students.	66%	88%	100%
6) Provide additional field trip for identified G/T students.	33%	71%	100%
7) Promote participation in the Duke Talent Search program in 4th Grade.	66%	75%	100%

100% = Accomplished 0% = 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. (ATS - SpEd & AA)	66%	85%	100%
2) Ensure the implementation of 504 accommodations for eligible students. (ATS - SpEd & AA)	66%	88%	100%
3) Use data from TEKS based assessments for early identification of individuals who might be at-risk of not mastering the TEKS. (ATS - SpEd & AA)	66%	87%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Implement research based programs designed to accelerate student learning. (ATS - SpEd & AA)	33%	82%	100%
5) Provide additional and individualized support to parents of at-risk students. (ATS - SpEd & AA)	33%	85%	90%
6) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.	0%	79%	100%
7) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. (ATS - SpEd & AA)	33%	81%	100%
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. (ATS - SpEd & AA)	33%	48%	100%
100% = Accomplished 0% = 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 ELL students. Integrate Spanish language books within the library collection.	66%	88%	100%
2) Provide opportunities for staff to attend ESL and ELPS training.	33%	86%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.	33%	79%	85%
4) Continue to provide opportunities for students to participate in the Dual Language program.	66%	84%	100%
5) Implement the ESL scope and sequence at all grade levels.	66%	83%	100%

= Accomplished

= 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.	66%	88%	100%
2) Provide mediation, conflict resolution, bullying and CD training opportunities for students and staff.	66%	88%	95%
3) Create a crisis management plan, including safety drills.	100%	100%	100%
4) Provide training and implementation of effective strategies through Safe & Civil Schools to reduce inappropriate behavior.	66%	88%	95%
5) Provide Gang Awareness and Character Education trainings.	33%	92%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic or severe misbehaviors.	66%	89%	100%
7) Provide staff development concerning child abuse and reporting obligations.	100%	100%	100%
8) Create and maintain a PBIS Team that will analyze school safety data and create school-wide procedures.	66%	87%	100%
100% = Accomplished 0% = 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.	66%	84%	90%
2) Participate in district-wide coordinated school health initiatives.	66%	90%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	0%	0%	100%
4) Administer FitnessGram and use reports to drive instruction.	0%	0%	100%
5) Provide Parent Education opportunities for coordinated school health.	66%	90%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Participate in Houston Food Bank's Brighter Bites program to provide fresh fruits and vegetables to the families, as well as opportunities for the parents to get involved.	66%	88%	100%

= Accomplished

= 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 district-wide grading standards that are linked to student expectations and are based on best practices. (ATS - SpEd & AA)	66%	86%	100%
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation. (ATS - SpEd & AA)	66%	88%	100%
3) Use grade and/or content specific grading rubrics. (ATS - SpEd & AA)	66%	86%	95%
4) Use district guidelines regarding the appropriate use of homework. (ATS - SpEd & AA)	66%	86%	100%
5) Use district wide grade and/or content appropriate retest standards. (ATS - SpEd & AA)	66%	85%	100%
6) Using an RtI model, students who are failing will be identified and receive appropriate interventions in a timely manner. (ATS - SpEd & AA)	66%	88%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.	66%	84%	95%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance. (ATS - SpEd & AA)	66%	89%	100%
	100% = Accomplished	0% = 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.	66%	88%	100%
2) Provide staff development opportunities for teachers working with SpEd students who are experiencing reading difficulties. (ATS - SpEd & AA)	66%	89%	100%
3) Follow district procedures regarding parental requests for SpEd evaluation.	66%	91%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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. (ATS - SpEd & AA)	66%	87%	100%
5) Work collaboratively with district SpEd office to ensure compliance with SB 1196 dealing with restraint training and Texas Behavior Support Initiative requirements.	66%	83%	100%
6) Follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%
7) Provide instructional supplies and training for all teachers working with students with disabilities. (ATS - SpEd & AA)	66%	83%	100%
8) Include SpEd teachers in training given in the area of dyslexia and related disorders. (ATS - SpEd & AA)	66%	85%	100%
9) Monitor the number of students with disabilities being served in least restrictive environments. (ATS - SpEd & AA)	66%	85%	100%
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. (ATS - SpEd & AA)	100%	100%	100%

100% = Accomplished 0% = 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. (ATS - SpEd & AA)	66%	85%	100%
2) Classrooms will be equipped with at least minimum requirements for the 21st century classroom. (ATS - SpEd & AA)	100%	100%	100%
3) Increase the integration of technology into instruction, curriculum, and assessment PK-4th as outlined in the district technology plan. (ATS - SpEd & AA)	66%	83%	100%
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. (ATS - SpEd & AA)	66%	87%	100%

100% = Accomplished 0% = 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.	66%	72%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	66%	77%	100%

= Accomplished

= 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.	66%	100%	100%
2) Establish higher education promotion campaigns.	66%	78%	100%
3) Students will have meaningful experiences through curriculum connected field trips to expand their exposure to careers and post-secondary possibilities.	66%	77%	100%

= Accomplished

= 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.

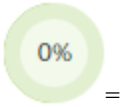
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.	66%	72%	85%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	33%	70%	100%

100% = Accomplished 0% = 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.	66%	79%	100%
2) Provide mentorship and staff development opportunities to new personnel.	66%	77%	100%
3) Expand leadership and mentoring opportunities for all staff.	66%	81%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	33%	82%	90%
5) Provide peer observation opportunities.	33%	67%	90%

= Accomplished


= 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.	100%	100%	100%
2) Provide parent education classes on various topics.	66%	92%	85%
3) Provide parent workshops regarding reading with children, online resources, and e-books.	33%	89%	90%
4) Provide educational resources for parents on school website and social media.	66%	89%	100%
5) Provide instructional resources for parents to utilize at home with their child.	66%	86%	100%
6) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information, and TAPR.	66%	100%	100%
7) Provide information that can be utilized with students and parents in the interpretation of test results.	100%	100%	100%

= Accomplished

= 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.	33%	80%	85%
2) Promote student/parent/business involvement through volunteerism.	66%	89%	95%
3) Promote service organizations for students in school (student council, etc.)	33%	50%	50%
4) Participate in the See to Succeed Program	66%	100%	100%

= Accomplished

= 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. (ATS - SpEd & AA)	66%	90%	90%
2) Provide opportunities for staff to attend behavior management trainings.	33%	84%	100%
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).	66%	85%	100%
4) Create a crisis management plan, including safety drills.	66%	100%	100%

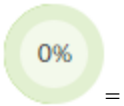
Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training and implementation of effective strategies through Safe & Civil Schools to reduce inappropriate behavior.	33%	81%	90%
6) Provide Gang Awareness and Character Education trainings.	33%	85%	95%
7) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic or severe misbehaviors.	66%	75%	100%
8) Provide staff development concerning child abuse and reporting obligations.	100%	100%	100%
9) Implement an age appropriate and vertically aligned guidance curriculum.	66%	91%	100%
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.	100%	100%	100%

= Accomplished

= 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.	66%	88%	90%
2) Provide training opportunities for all employees on Blood Bourne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials	100%	100%	100%
= Accomplished  = 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	66%	81%	100%
2) Establish protocols for safety procedures on field trips.	66%	100%	100%
3) Provide opportunities for employees to be trained in personal safety.	66%	92%	95%
4) Screen visitors using the Raptor System.	66%	100%	100%
5) Maintain a safe and secure building using the BlueWave system.	66%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.	66%	79%	90%
2) Provide support for student and staff participation in service learning opportunities.	66%	80%	85%
	100% = Accomplished	0% = No Progress	= Discontinue

Genoa Elementary Performance Objectives 2018-2019

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. (ATS-all, AA)	21%	21%	100%
2) Implement the district scope and sequences for all courses in grades Pk to 4. (ATS-all, AA)	21%	60%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. (ATS-all, AA)	15%	59%	100%
4) Integrate relevant literacy skills across all content areas. (ATS-all, AA)	23%	58%	100%
5) Implement gradual release model for lesson design and delivery. (ATS-all, AA)	55%	55%	100%
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. (ATS-all, AA)	20%	62%	100%
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.	19%	26%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use on-line databases, ebooks, books, and other resources for specific TEKS. (ATS-all, AA)	25%	56%	100%
9) Provide staff development on utilization of on-line databases and resources. (ATS-all, AA)	20%	23%	100%
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. (ATS-all, AA)	34%	40%	100%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (ATS-all, AA)	20%	36%	100%
12) Provide instructional materials and implement research based strategies, on a daily basis that promote a variety of learner engagement techniques. (ATS-all, AA)	19%	58%	100%
13) Develop and provide research based instructional strategies and staff development plan for technology integration. (ATS-all, AA)	33%	33%	100%
14) Implement master schedules that will provide common planning time for teams of teachers and promote time for PLC's. (ATS-all, AA)	100%	100%	100%
100% = Accomplished 0% = 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. (ATS-all, AA)	69%	67%	100%
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.	28%	67%	100%
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. (ATS-all, AA)	32%	31%	100%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (ATS-all, AA)	100%	100%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction. (ATS-all, AA)	36%	72%	100%
6) Use data disaggregation to drive instruction. (ATS-all, AA)	60%	67%	100%

= Accomplished

= 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. (ATS-all, AA)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (ATS-all, AA)	79%	83%	100%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (ATS-all, AA)	24%	73%	100%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance. (ATS-all, AA)	46%	45%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (ATS-all, AA)	30%	45%	100%
6) Establish and support campus PLCs. (ATS-all, AA)	32%	69%	100%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. (ATS-all, AA)	30%	36%	100%
100% = Accomplished 0% = 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.(ATS-all, AA)	29%	39%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide time and materials for purposeful reading during the school day.	34%	38%	100%
3) Provide information to teachers regarding special reading needs of dyslexia students. (ATS-all, AA)	37%	43%	100%
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (ATS-all, AA)	17%	75%	100%
5) Provide staff development about reading strategies. (ATS-all, AA)	32%	52%	100%
6) Provide library books and online resources to support all learning styles. (ATS-all, AA)	27%	31%	100%
100% = Accomplished 0% = 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.	25%	74%	100%
2) Promote G/T Summer Exploration Camp opportunities.	10%	10%	100%
3) Participate in Texas Performance Standards Project.	14%	48%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Students will be clustered and instructed by G/T Certified teachers.	100%	100%	100%
5) Implement G/T Pullout program for identified students.	100%	100%	100%
6) Promote participation in the Duke Talent Search program in fourth grade.	52%	60%	100%
100% = Accomplished 0% = 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. (ATS-all, AA)	24%	73%	100%
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. (ATS-all, AA)	44%	68%	100%
3) Ensure the implementation of 504 accommodations for eligible students. (ATS-all, AA)	100%	100%	100%
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. (ATS-all, AA)	48%	83%	100%

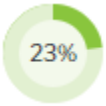
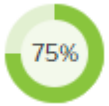
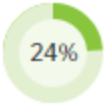
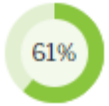
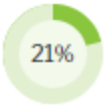
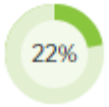
Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Implement research-based programs designed to accelerate student learning. (ATS-all, AA)	35%	54%	100%
6) Provide additional and individualized support to parents. (ATS-all, AA)	23%	62%	100%
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.	5%	15%	100%
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. (ATS-all, AA)	10%	17%	100%
100% = Accomplished 0% = 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.	27%	24%	100%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	36%	62%	100%
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.	25%	61%	100%
4) Implement the ESL scope and sequence at all grade levels.	26%	65%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	= Accomplished = 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.	19%	74%	100%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	28%	52%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	5%	10%	100%
4) Administer Fitnessgram and use reports to drive instruction.	10%	5%	100%
5) Provide Parent Education Opportunities for coordinated school health at each campus.	24%	29%	100%
	100% = Accomplished	0% = 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.

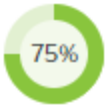
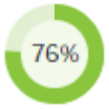
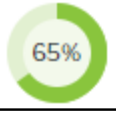
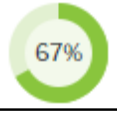
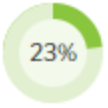
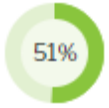
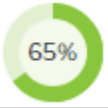
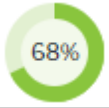
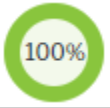
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.	100%	100%	100%
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.	100%	100%	100%
3) Use grade and/or content specific grading rubrics.	100%	100%	100%
4) Use district guidelines regarding the appropriate use of homework.	100%	100%	100%
5) Use district wide grade and/or content appropriate retest standards.	100%	100%	100%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

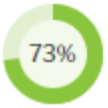
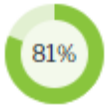
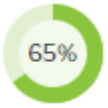
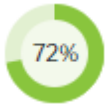
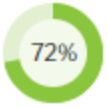
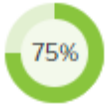
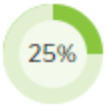
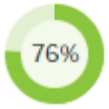
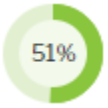
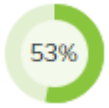
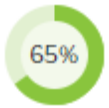
Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.	24%	40%	100%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	70%	73%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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 = 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.	21%	42%	55%
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom".	71%	74%	100%
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.	69%	72%	100%
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	36%	79%	100%

= Accomplished

= 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.	47%	45%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	100%	100%	100%

= Accomplished

= 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.	10%	100%	100%
2) Establish higher education promotion campaigns.	100%	100%	100%

= Accomplished

= 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.	17%	58%	100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	5%	100%	100%

= Accomplished

= No Progress

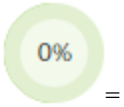
= Discontinue

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.	22%	54%	100%
2) Provide mentorship and staff development opportunities to new personnel.	58%	58%	100%
3) Expand leadership and mentoring opportunities for all staff.	13%	14%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	31%	60%	100%
5) Provide peer observation opportunities.	13%	17%	100%

= Accomplished

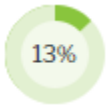
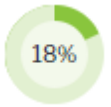
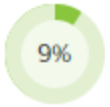
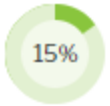
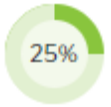
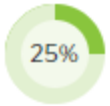
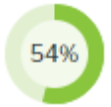
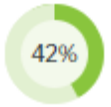


= No Progress

= 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.	24%	54%	100%
2) Promote student/parent/business involvement through volunteerism.	22%	62%	100%
3) Promote service organizations for students in school (Student Council, Safety Patrol etc.)	40%	69%	100%
4) Participate in the "See to Succeed" program.	100%	100%	100%
5) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers).	25%	27%	100%
	100% = Accomplished	0% = 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.	68%	73%	100%
2) Provide opportunities to attend training in Behavior Management.	31%	32%	100%
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).	31%	36%	100%
4) Implementation of safety crisis management plans, including safety drills.	31%	30%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	29%	30%	100%
6) Provide training opportunities for Gang Awareness and Character Education programs.	21%	17%	100%
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.	29%	24%	100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.	31%	58%	100%
9) Implement an age appropriate and vertically aligned guidance curriculum.	21%	54%	100%
100% = Accomplished 0% = 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.	11%	13%	100%
2) Provide training opportunities for all employees on: Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials.	100%	100%	100%
100% = Accomplished 0% = 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.	24%	27%	100%
2) Establish protocols for safety procedures for field trips.	100%	100%	100%
3) Provide opportunities for employees to be trained in personal safety.	25%	25%	100%
100% = Accomplished 0% = 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.	19%	22%	100%
2) Provide support for student and staff participation in service learning opportunities.	30%	52%	100%

= Accomplished

= No Progress

= Discontinue

Golden Acres Elementary Performance Objectives 2018-2019

Goal 1: We will ensure rigorous 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.	70%	85%	100%
2) Implement the district scope and sequences for all courses in grades Pk to 4.	61%	85%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	66%	66%	100%
4) Integrate relevant literacy skills across all content areas.	66%	66%	100%
5) Implement gradual release model for lesson design and delivery.	54%	77%	100%
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.	44%	75%	100%
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.	39%	83%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.	66%	50%	100%
9) Provide staff development on utilization of on-line databases and resources.	59%	81%	100%
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.	42%	55%	100%
11) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.	33%	73%	100%
12) Develop and provide research based instructional strategies and staff development plan for technology integration.	66%	66%	100%
13) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.	29%	72%	100%
14) Follow the District Bilingual Continuum.	44%	67%	100%
15) Follow the Guidelines of the District Guided Reading and Guided Math Training.	45%	59%	100%
16) Provide rigorous and motivating lessons to our identified special education , 504 , and RTI students.	33%	66%	100%

100% = Accomplished 0% = 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.	34%	56%	100%
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.	66%	66%	100%
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.	37%	75%	100%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	45%	83%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction.	31%	59%	100%
6) Use data disaggregation to drive instruction.	44%	73%	100%
7) Input data in AWARE to identify Student Expectation that needed to be re-taught.	52%	71%	100%
8) Utilize the Assessment Wall to analyze and disaggregate data.	40%	71%	100%
9) Conduct Data PLC meetings to monitor student progress with each grade level once every three weeks.	57%	81%	100%

100% = Accomplished 0% = 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.	24%	53%	100%
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.	26%	60%	100%
3) Use grade and/or content specific grading rubrics.	18%	44%	100%
4) Use district guidelines regarding the appropriate use of homework.	66%	66%	100%
5) Use district wide grade and/or content appropriate retest standards.	25%	56%	100%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	22%	64%	100%

100% = Accomplished 0% = 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.	34%	52%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	16%	48%	100%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor	66%	66%	100%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	66%	77%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	31%	63%	100%
6) Establish and support campus PLCs.	31%	53%	100%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	66%	66%	100%
100% = Accomplished 0% = 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.	11%	34%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Continue/maximize the campus use of Accelerated Reading Instruction.	33%	33%	100%
3) Provide time and materials for purposeful reading during the school day.	66%	30%	100%
4) Provide information to teachers regarding special reading needs of dyslexia students.	66%	70%	100%
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	25%	44%	100%
6) Provide staff development about reading strategies.	30%	60%	100%
7) Provide library books and online resources to support all learning styles.	22%	48%	100%
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.	66%	66%	100%

100% = Accomplished 0% = 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.	0%	26%	100%
2) Promote G/T Summer Exploration Camp opportunities and Chess club during the school year.	25%	53%	100%
3) Participate in Texas Performance Standards Project.	0%	66%	100%
4) Students will be clustered and instructed by G/T Certified teachers.	16%	42%	100%
5) Implement G/T Pullout program for identified students.	11%	38%	100%
6) Promote participation in the Duke Talent Search program in fourth grade.	0%	66%	100%
7) Students will design and present an arcade game for the Fall Festival.	18%	38%	100%

100% = Accomplished 0% = 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 committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.	16%	48%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Ensure the implementation of 504 accommodations for eligible students.	19%	44%	100%
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	11%	47%	100%
4) Implement research-based programs designed to accelerate student learning.	15%	33%	100%
5) Provide additional support to parents of at risk students.	33%	33%	100%
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.	25%	30%	100%
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.	26%	62%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 8: 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 ELL students. Integrate Spanish language books within the library collection.	12%	44%	100%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	66%	66%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Prepare Bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.	14%	42%	100%
4) Implement the ESL scope and sequence at all grade levels.	22%	53%	100%

100% = Accomplished 0% = 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.	20%	47%	100%
2) Create crisis management plans, including safety drills, Alice Training	18%	57%	100%
3) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	19%	49%	100%
4) Provide Character Education programs and Conscience Discipline Classroom Guidance Lessons to all grade levels once every 9 weeks.	38%	64%	100%
5) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.	27%	63%	100%
6) Provide staff development concerning abuse and reporting obligations.	21%	55%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Provide staff surveys to allow staff to provide feedback on character/conscious discipline lessons.	33%	33%	100%
8) Utilize the Conscious Discipline Program school wide. Rituals, Wish You Well, Greetings, Celebrations, Family Assemblies, Safe Place.	31%	61%	100%
100% = Accomplished 0% = 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.	18%	47%	100%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	26%	61%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis	66%	66%	100%
4) Administer Fitnessgram and use reports to drive instruction.	36%	69%	100%
5) Provide Parent Education Opportunities for coordinated school health	66%	66%	100%
100% = Accomplished 0% = 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.

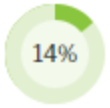
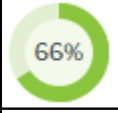
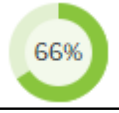
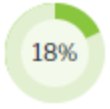
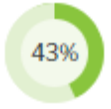
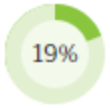
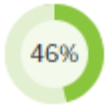
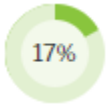
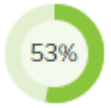
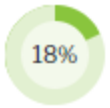
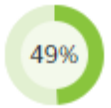
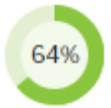
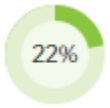
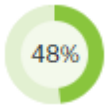
Performance Objective 1: Maintain the district's attendance rate to 96% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Attendance incentives will be utilized to recognize and promote outstanding attendance.	36%	59%	100%
2) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.	39%	66%	100%
3) During monthly schoolwide celebrations students and staff members names will be in a drawing to "Jump for George" or "Jump for Abe".	18%	45%	100%
4) 4) Classes with perfect attendance will be given, free dress passes, cap day, sock day , etc. throughout the year.	66%	53%	100%

100% = Accomplished 0% = 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.	27%	39%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
10) Include special education teachers in training given in the area of dyslexia and related disorders.	37%	66%	100%
11) Monitor the number of students with disabilities being served in least restrictive environments.	23%	44%	100%
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.	40%	64%	100%
13) Special education teachers collaborate with general ed teachers through vertical and horizontal planning.	66%	49%	100%
14) Provide time dedicated to RTI. Intervention Specialist, dyslexia, special ed, administrator, and teacher all in attendance as the RTI committee.	32%	66%	100%
100% = Accomplished 0% = 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.	66%	66%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	23%	43%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Teachers will utilize software programs with their classes to increase technology skills as well as learning.	25%	53%	100%
4) Technology liason will provide monthly technology training for staff.	66%	66%	100%

= Accomplished

= 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.	25%	52%	100%
2) Establish higher education promotion campaigns.	66%	66%	100%
100% = Accomplished 0% = 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.	66%	66%	100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	0%	0%	100%
100% = Accomplished 0% = 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.	41%	78%	100%
2) Provide mentorship and staff development opportunities to new personnel.	66%	66%	100%
3) Expand leadership and mentoring opportunities for all staff.	23%	61%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	46%	80%	100%
5) Provide meetings for new teachers monthly to discuss concerns, up coming events and review school procedures.	33%	33%	85%

= Accomplished

= 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.	33%	62%	100%
2) Provide parent education at all campuses on various topics.	33%	33%	100%
3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	33%	33%	100%
4) Provide parent workshops regarding reading with children, online resources and eBooks.	33%	33%	100%
5) Provide educational resources for parents on the school website.	36%	67%	84%
6) Provide instructional resources for parents to utilize at home with their child.	10%	59%	100%
7) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, and Title I information.	18%	50%	100%
8) Provide a parent volunteer room on campus for trainings and for parent volunteers to help with teacher projects.	40%	64%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: Provide students the education and training they need to self regulate behaviors and know how to handle tough situations with techniques taught to them.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Counselor meeting with each class monthly on ways to self regulate or handle life problems.	36%	62%	100%
2) Counselor meeting with students in groups and individually to meet the emotiional needs of students.	28%	67%	100%
3) Counselor meeting with students that have had a traumatic life event.	23%	66%	100%
4) Counselor reviewing breathing techniques from conscience discipline with students as well as other strategies for self regulation.	21%	51%	100%
5) Counselor will conduct Anti Bullying lessons to the entire school.	33%	57%	100%
6) Drug Free lessons and Red Ribbon Week will be utilized throughout the school year.	36%	60%	100%
= Accomplished = No Progress = Discontinue			

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established an innovative practices, standards, and 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.	21%	66%	100%
2) Promote student/parent/business involvement through volunteerism.	35%	73%	100%
3) Promote service organizations for students in school (Junior Optimists, Student Council, Safety Patrol, Grizzlies, Girls on the Run etc.)	33%	71%	100%

= Accomplished

= 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 and Instructional Coaches will be equipped with at least minimum requirements for the "21st century classroom"	22%	64%	100%
2) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan	43%	70%	100%
3) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	18%	55%	100%
4) Teachers will attend monthly technology classes to enhance their lessons and knowledge.	21%	62%	100%

= Accomplished

= No Progress

= Discontinue

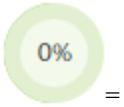
Guidance Center Performance Objectives 2018-2019

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.	33%	40%	75%
2) Students will read recently published works relevant to content subject areas	33%	30%	65%
3) 4) Students are able to read top notch literature from the teacher's classroom library when finished with classwork.	65%	45%	75%
4) All staff utilize research based strategies to support student instructional needs and enhance learning.	50%	70%	80%
PBMAS 5) All staff utilize research based strategies to support student instructional needs and enhance learning.	33%	65%	70%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 2: The needs of special population students will be met.

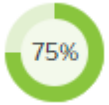
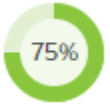
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) ARD packets and 504 accommodations will be required from home campuses and given to Guidance Center teachers.	66%	75%	85%
2) Modifications will be implemented effectively in inclusive and special education classrooms.	66%	80%	80%
3) Accommodations will be made for ESL/LEP students.	66%	75%	90%
4) Students with disabilities will have access to campus facilities	66%	75%	80%
= Accomplished  = 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	66%	75%	80%
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)	66%	70%	75%
3) 3)All staff will implement the framework of CHAMPS in their classrooms.	66%	75%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = No Progress = Discontinue			

Performance Objective 4: Positive social skills, character education, and career awareness will be addressed and reinforced.

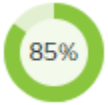
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The counselor will engage students in individual counseling sessions.			
2) Character Education Lessons/activities will be taught 5 times weekly to students in grades 5 - 7 (i. e. Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship, 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 = 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = 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 = 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	66%	75%	75%
2) Follow discipline management plan	66%	75%	75%
3) Administrative team meetings held as needed.	75%	85%	85%
4) Student orientation- video presentation	66%	80%	85%
5) Departmental planning	33%	80%	90%
6) Staff Surveys	66%	85%	95%
7) Continued Implementation of Safe and Civil School and CHAMPS	66%	65%	80%
8) 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.)	33%	60%	85%

100% = Accomplished 0% = 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	33%	70%	75%
2) Safe and Civil Schools Guidelines	33%	65%	75%
3) CPI training	33%	75%	75%
4) New Teacher Orientation	0%	30%	75%
5) Effective teaching practices	33%	50%	80%
6) Off-site staff development as needed	66%	55%	85%
7) Attend district departmental meetings to be aware of campus and student needs.	66%	45%	80%
8) Bully Awareness	33%	35%	90%
9) Professional Learning Community (PLC) Training	33%	35%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
10) GC Intervention	66%	40%	85%
11) District Focus Trainings	66%	40%	85%
12) Digital Resource Training	33%	45%	80%
13) Working with ELL Students	33%	40%	90%
14) Science Resource Review	0%	35%	80%

= Accomplished

= 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.	66%	70%	80%
2) The professional staff/counselor will assist students with immediate needs.	66%	45%	80%
3) Parents of students who are absent will be notified.	66%	65%	75%
4) Resource/educational materials will be made available to parents on campus and via the Guidance Center web site.	33%	45%	75%
5) Parent/Teacher Conferences	33%	45%	70%
6) Parent/Administrator Conferences	33%	45%	75%
7) An orientation opportunity is made available to parents	33%	40%	80%

= Accomplished

= 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.	66%	70%	80%
2) Teachers will cooperate and communicate with teachers on home campuses.	66%	70%	85%
3) Targeted students will receive additional instructional support.	33%	50%	75%
4) Home campuses will be notified of student absences	33%	45%	70%
5) The GC intervention process will be utilized for students exhibiting work avoidance behaviors (i.e., refusing to complete assignments, sleeping, etc.)	66%	60%	85%

= Accomplished

= 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	66%	65%	75%
2) Students will be asked to complete a Counselor Survey during orientation.	66%	60%	80%
3) Students will meet with a counselor or professional staff member as requested.	66%	65%	70%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Counselor/Professional Staff at home campuses will be contacted with areas of concern.	66%	65%	80%

= Accomplished

= 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	66%	70%	80%
2) Students will go through metal detectors and have their belongings checked upon entering the building.	66%	70%	75%
3) All outside doors will remain locked at all times.	66%	75%	80%
4) Students will be escorted to first period by their homeroom teacher.	66%	70%	80%
5) Staff stand in the halls during class change to ensure all students safely arrive at their classes.	66%	70%	85%
6) Students will be escorted to restroom or during other non class change transitions.	66%	70%	75%
100% = Accomplished 0% = 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.	66%	75%	80%
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.	66%	65%	80%
3) Characteristics of Citizenship are taught during elective classes for students in grades 8 - 12.	66%	65%	75%
= Accomplished = 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.	66%	75%	90%
2) 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.	66%	65%	85%
3) All Faculty and staff will assist in supporting the social, emotional, and physical needs of students to ensure academic success for all.	66%	65%	80%
= Accomplished = 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.	66%	70%	75%

= Accomplished

= 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	33%	45%	70%
2) Edgenuity	33%	40%	85%
3) PISD Library	33%	45%	85%
4) Various web-based instructional sites (i.e., Brainpop, Channel One, United Streaming, Chronicle in Education)	33%	35%	75%

= Accomplished

= No Progress

= Discontinue

Hancock Elementary School Performance Objectives 2018-2019

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. (ATS- ALL, AA, H)	65%	100%	100%
2) Implement the district scope and sequences for all courses in grades Pk to 4.(ATS- ALL, AA, H)	100%	100%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. [1.1.7] (ATS- ALL, AA, H)	50%	50%	90%
4) Integrate relevant literacy skills across all content areas. (ATS- ALL, AA, H)	66%	55%	90%
5) Implement gradual release model for lesson design and delivery (ATS- ALL, AA, H)	66%	50%	90%
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.(ATS- ALL, AA, H)	66%	50%	85%
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.(ATS- ALL, AA, H)	33%	60%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use on-line databases, eBooks, books, and other resources for specific TEKS. (ATS- ALL, AA, H)	100%	100%	100%
9) Provide staff development on utilization of on-line databases and resources. (ATS- ALL, AA, H)	66%	50%	80%
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] (ATS- ALL, AA, H)	66%	60%	75%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. [1.4.4] (ATS- ALL, AA, H)	66%	55%	80%
12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. [1.6.1] (ATS- ALL, AA, H)	66%	50%	80%
13) Develop and provide research based instructional strategies and staff development plan for technology integration. [1.5.2] (ATS- ALL, AA, H)	33%	65%	85%
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] (ATS- ALL, AA, H)	100%	100%	100%
100% = Accomplished 0% = 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] (ATS- ALL, AA, H)	66%	80%	90%
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. [PBM]-(ATS- ALL, AA, H)	33%	45%	80%
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. [PBM] (ATS- ALL, AA, H)	66%	70%	85%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.(ATS- ALL, AA, H)	66%	65%	80%
5) Provide staff development on data disaggregation and how the data will drive instruction. [1.3.1] (ATS- ALL, AA, H)	66%	65%	80%
6) Use data disaggregation to drive instruction. (ATS- ALL, AA, H)	66%	60%	80%
100% = Accomplished 0% = 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] (ATS- ALL, AA, H)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development (Data Talks) on differentiation/scaffolding designed to meet the learning needs of every student. [PBM] (ATS- ALL, AA, H)	66%	60%	85%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor [PBM, P16] (ATS- ALL, AA, H)	33%	40%	80%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [1.7.1] (ATS- ALL, AA, H)	33%	25%	80%
5) Establish and support campus PLCs. (ATS- ALL, AA, H)	100%	100%	100%
6) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. [1.8.1](ATS- ALL, AA, H)	33%	30%	85%
7) Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance. (ATS- ALL, AA, H)	66%	60%	80%

100% = Accomplished 0% = 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. (ATS- ALL, AA, H)	66%	65%	85%
2) Continue/maximize the campus use of Accelerated Reader. (ATS- ALL, AA, H)	100%	100%	100%
3) Provide time and materials for purposeful reading during the school day. (ATS- ALL, AA, H)	100%	100%	100%
4) Provide information to teachers regarding special reading needs of dyslexia students. (ATS- ALL, AA, H)	100%	100%	100%
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (ATS- ALL, AA, H)	100%	100%	100%
6) Provide staff development about reading strategies. [PBM] (ATS- ALL, AA, H)	66%	65%	85%
7) Provide library books and online resources to support all learning styles. (ATS- ALL, AA, H)	100%	100%	100%

100% = Accomplished 0% = 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. (ATS- ALL, AA, H)	100%	100%	100%
2) Promote G/T Summer Exploration Camp opportunities. (ATS- ALL, AA, H)	100%	100%	100%
3) Participate in Texas Performance Standards Project. (ATS- ALL, AA, H)	100%	100%	100%
4) Students will be clustered and instructed by G/T Certified teachers. (ATS- ALL, AA, H)	100%	100%	100%
5) Implement G/T Pullout program for identified students. (ATS- ALL, AA, H)	100%	100%	100%
6) Promote participation in the Duke Talent Search program in fourth grade. (ATS- ALL, AA, H)	33%	45%	85%
100% = Accomplished 0% = 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 Leadership Team will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. (ATS- ALL, AA, H)	66%	65%	85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at risk learner. (ATS- ALL, AA, H)	66%	65%	80%
3) Ensure the implementation of 504 accommodations for eligible students. (ATS- ALL, AA, H)	100%	100%	100%
4) Use data from TEKS-based assessments, provide instructional interventions for early identification of individuals who might be at-risk of not mastering TEKS. (ATS- ALL, AA, H)	66%	65%	85%
5) Implement research-based programs designed to accelerate student learning.(ATS- ALL, AA, H)	100%	100%	100%
6) Provide additional and individualized support to parents of at risk students. (ATS- ALL, AA, H)	66%	65%	85%
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.(ATS- ALL, AA, H)	100%	100%	100%
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.	100%	100%	100%
100% = Accomplished 0% = 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] (ATS- ALL, AA, H)	100%	100%	100%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. (ATS- ALL, AA, H)	66%	60%	85%
3) Prepare bilingual ELL students for an appropriate and timely transition by following the district bilingual continuum. [PBM] (ATS- ALL, AA, H)	66%	65%	80%
4) Implement the ESL scope and sequence at all grade levels. (ATS- ALL, AA, H)	33%	40%	85%

100% = Accomplished 0% = 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. (ATS- ALL, AA, H)	100%	100%	100%
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. (ATS- ALL, AA, H)	100%	100%	100%
3) Create a crisis management plans, including safety drills. (ATS- ALL, AA, H)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. (ATS- ALL, AA, H)	100%	100%	100%
5) Provide Character Education programs.(ATS- ALL, AA, H)	100%	100%	100%
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic inappropriate behaviors. (ATS- ALL, AA, H)	100%	100%	100%
7) Provide staff development concerning abuse and reporting obligations. (ATS- ALL, AA, H)	100%	100%	100%
100% = Accomplished 0% = 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. (ATS- ALL, AA, H)	66%	55%	90%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. (ATS- ALL, AA, H)	100%	100%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. (ATS- ALL, AA, H)	66%	60%	90%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Administer Fitnessgram and use reports to drive instruction. (ATS- ALL, AA, H)	100%	100%	100%
5) Provide parent education opportunities for coordinated school health at each campus (ATS- ALL, AA, H)	66%	60%	85%

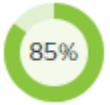
100% = Accomplished 0% = No Progress = Discontinue

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. (ATS- ALL, AA, H)	100%	100%	100%
2) Record grades that accurately communicate mastery or non mastery on specific student expectations. (ATS- ALL, AA, H)	100%	100%	100%
3) Use grade and/or content specific grading rubrics. (ATS- ALL, AA, H)	100%	100%	100%
4) Use district guidelines regarding the appropriate use of homework. (ATS- ALL, AA, H)	100%	100%	100%
5) Use district wide grade and/or content appropriate retest standards. (ATS- ALL, AA, H)	66%	55%	90%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.(ATS- ALL, AA, H)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = 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. (ATS- ALL, AA, H)			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance. (ATS- ALL, AA, H)			
= Accomplished = 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. (ATS- ALL, AA, H)			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.(ATS- ALL, AA, H)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.(ATS- ALL, AA, H)			
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. (ATS- ALL, AA, H)			
5) Campus will follow district procedures regarding parental request for specials education evaluation. (ATS- ALL, AA, H)			
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. (ATS- ALL, AA, H)			
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. (ATS- ALL, AA, H)			
8) Campus will follow district policy to ensure students with disabilities have access to facilities. (ATS- ALL, AA, H)			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.(ATS- ALL, AA, H)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
10) Special education teachers are included in straining given in the area of dyslexia and related disorders. (ATS- ALL, AA, H)	100%	100%	100%
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments. (ATS- ALL, AA, H)	100%	100%	100%
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. (ATS- ALL, AA, H)	100%	100%	100%

= Accomplished

= 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. (ATS- ALL, AA, H)	100%	100%	100%
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom." (ATS- ALL, AA, H)	100%	100%	100%
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. (ATS- ALL, AA, H)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. (ATS- ALL, AA, H)	100%	100%	100%

= Accomplished

= 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. (ATS- ALL, AA, H)	100%	100%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.(ATS- ALL, AA, H)	100%	100%	100%
= Accomplished = 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. (ATS- ALL, AA, H)	100%	100%	100%
2) Establish higher education promotion campaigns. [3.2.9](ATS- ALL, AA, H)	66%	65%	80%
= Accomplished = 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. (ATS- ALL, AA, H)	66%	70%	90%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day. (ATS- ALL, AA, H)	66%	80%	90%

= Accomplished

= 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.(ATS- ALL, AA, H)	100%	100%	100%
2) Provide mentors and staff development opportunities to new personnel. (ATS- ALL, AA, H)	100%	100%	100%
3) Expand leadership and mentoring opportunities for all staff.(ATS- ALL, AA, H)	66%	70%	85%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [4.5.1](ATS- ALL, AA, H)	33%	55%	90%

= Accomplished

= No Progress

= Discontinue

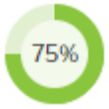
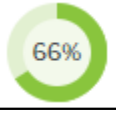
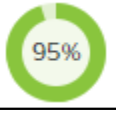
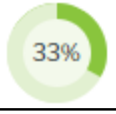
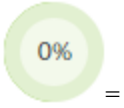
Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

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.(ATS- ALL, AA, H)	66%	70%	85%
2) Provide parent education at all campuses on various topics. (ATS- ALL, AA, H)	66%	80%	90%
3) Implement Superintendent's Stay in School Project/District Attorney Partnership. (ATS- ALL, AA, H)	100%	100%	100%
4) Provide parent workshops regarding reading with children, online resources and eBooks. (ATS- ALL, AA, H)	33%	55%	85%
5) Provide educational resources for parents on their website.(ATS- ALL, AA, H)	33%	45%	90%
6) Provide instructional resources for parents to utilize at home with their child.(ATS- ALL, AA, H)	33%	65%	90%
7) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title 1 information and TAPR data. (ATS- ALL, AA, H)	100%	100%	100%
8) Provide information that can be utilized with students and parents in the interpretation of test results. (ATS- ALL, AA, H)	66%	75%	90%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = 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. (ATS- ALL, AA, H)			
2) Promote student/parent/business involvement through volunteerism.(ATS- ALL, AA, H)			
3) Promote service organizations for students in school (Student Council, Safety Patrol, etc.). (ATS- ALL, AA, H)			
4) Implement campus spotlight and/or awards for exceptional service (ie teacher of the year, para of the year, volunteer of the year, etc)			
5) Participate in the See to Succeed program. (ATS- ALL, AA, H)			
= Accomplished  = 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.(ATS- ALL, AA, H)			
2) Provide opportunities to attend behavior management trainings.(ATS- ALL, AA, H)			
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). (ATS- ALL, AA, H)			
4) Create campus safety crisis management plans, including safety drills.(ATS- ALL, AA, H)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.(ATS- ALL, AA, H)	100%	100%	100%
6) Provide opportunities to attend Gang Awareness training and Character Education programs.(ATS- ALL, AA, H)	100%	100%	100%
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. (ATS- ALL, AA, H)	100%	100%	100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic inappropriate behaviors. (ATS- ALL, AA, H)	100%	100%	100%
9) Implement an age appropriate and vertically aligned guidance curriculum. (ATS- ALL, AA, H)	100%	100%	100%
100% = Accomplished 0% = 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. (ATS- ALL, AA, H)	100%	100%	100%
2) Provide training opportunities for all employees on blood borne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials. (ATS- ALL, AA, H)	100%	100%	100%

= Accomplished

= 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.(ATS- ALL, AA, H)	100%	100%	100%
2) Establish protocols for safety procedures at field trips.(ATS- ALL, AA, H)	100%	100%	100%
3) Provide opportunities for employees to be trained in personal safety.(ATS- ALL, AA, H)	66%	85%	95%

= Accomplished

= 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.(ATS-ALL, AA, H)	100%	100%	100%
2) Provide support for student and staff participation in service learning opportunities. (ATS- ALL, AA, H)	66%	80%	95%
100% = Accomplished 0% = No Progress = Discontinue			

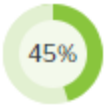
Performance Objective 5: Implement Communities In Schools to distribute service and enrollment for students in need of behavior, emotional and attendance issues.

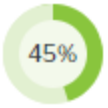
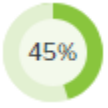
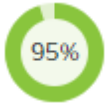
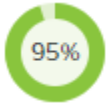
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Service students in need of behavior, emotional and attendance concerns.	35%	65%	95%
100% = Accomplished 0% = No Progress = Discontinue			

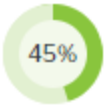
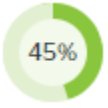
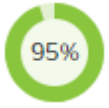
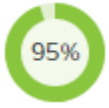
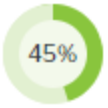
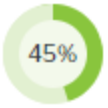
Jackson Intermediate Performance Objectives 2018-2019

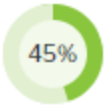
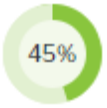
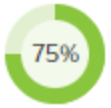
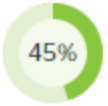
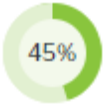
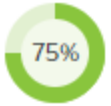
Goal 1: Jackson Intermediate will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: By June 2019, 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

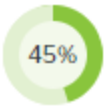
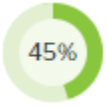
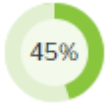
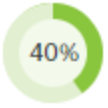
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administer district curriculum-based assessments, common formative and summative assessments, and gather data using Assessment Binders and, or data walls to measure student progress and adjust instructional techniques and objectives. (SG-SocialStudies/ All, H, ED, SPED, ELL,AA, White) (SG-Reading/SPED, ELL,AA,White) (SG-Writing/SPED, ELL,AA, White) (SG-Science/SPED, ELL,AA, White) (SG-Math/SPED,AA,White) Academic Performance TEC 39.106(b)(10)			

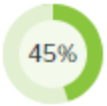
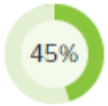
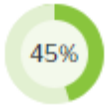
Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Jackson will continue to participate and develop in Professional Learning Communities. Flexible, built into the work day schedule, bi-weekly, opportunities to discuss - as a content area - to align curriculum, assess student needs, and share resources and ideas to improve student achievement. (SG-SocialStudies/ All, H, ED, SPED, ELL,AA, White) (SG-Reading/ SPED,ELL,AA,White) (SG-Writing/SPED, ELL,AA,White,) (SG-Science/ SPED,ELL,AA,White) (SG-Math/SPED,AA,White) 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 Walks focused on Problem of Practice, Drop Everything and Read (DEAR), Literably, Imagine Math, Literably, ABC writing, formal writing assessment, Discovery Education, Lead 4Ward, vocabulary, lesson cycle beginning activities, process breaks (checks for understanding), and rigorous closing activities. (SG-SocialStudies/ All, H, ED, SPED, ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) Academic Performance TEC 39.106(b)(10)			

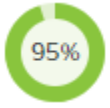
Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Implement weekly tutorials beginning in September and ending in May to focus on instruction in order to prepare students for STAAR. Opportunities for Tutorials will be each week, Monday through Wednesday, from 3:30-4:30. Teachers will have flexible tutorial schedules in order to accommodate student needs. . (SG-SocialStudies/ All, H, ED, SPED, ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) 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,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) 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,AA, White) (SG-Reading/SPED, ELL,AA,White) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED,ELL, AA,White) Academic Performance TEC 39.106(b)(10)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White)			
9) All instructional personnel will provide parents and students with intervention strategies in order to make students a more successful. (SG-SocialStudies/ All, H, ED, SPED, ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White)			
= Accomplished = No Progress = Discontinue			

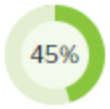
Performance Objective 2: By June 2019, the percentage of identified ELL students with satisfactory academic performance on the 2019 state tests will be equal or greater than the state average. Accountability Area Targeted: State Accountability

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,AA, White) (SG-Reading/SPED, ELL,AA,White) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) 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,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) .Use of Quality Data TEC 39.106(b)(7)(11)(12)			
3) Instructional paraprofessionals will provide support in classrooms for ELL and at-risk students by following, under the guidance of the teacher, the student's accomodations/modifications to the curriculum. (SG-SocialStudies/ All, H, ED, SPED, ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Use assessment data and classroom observations to create small group instructional strategies such as, Blended Learning, Kinesthetic Activities, Cooperative Learning, and assessment opportunities within the classroom setting to provide accelerated instruction.Use of Quality Data (SG-SocialStudies/ All, H, ED, SPED, ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) 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 2019 (SG-SocialStudies/ All, H, ED, SPED, ELL, AA,) (SG-Reading/SPED, ELL) (SG-Writing/SPED, ELL,) (SG-Science/SPED, ELL) (SG-Math/SPED) .Academic Performance TEC 39.106(b)(10)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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,SIOP Strategies, 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) (SG-Math/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 = No Progress = Discontinue			

Performance Objective 3: By June 2019, 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,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) Academic Performance TEC 39.106(b)(10)	95%	95%	100%
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.	95%	90%	100%
6) Jackson will follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%
7) Jackson will follow district procedures in addressing Transition requirements for students with disabilities.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Provide inclusion support as a follow up to Stetson and Associates Inclusive Schools Project. a (SG-SocialStudies/ All, H, ED, SPED, ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White)	95%	100%	100%
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, SPED, ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White)	45%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: By June 2019, 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)	95%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Jackson will provide an opportunity to participate in the Name That Book contest.Academic Performance TEC 39.106(b)(10)	45%	100%	100%
3) Jackson will provide book clubs to discuss literature.Academic Performance TEC 39.106 (b)(10)	45%	100%	100%
4) Jackson will provide students with opportunity to participate in G/T Performance Standards Project. Learning Time TEC 39.106 (b)(2)	95%	100%	100%
5) Administrators and teachers will utilize students' CBAs, Common Assessments, and STAAR to determine enrichment opportunities to be highly successful.	95%	95%	100%
6) 6) Promote Literacy through 'Tweens Read' opportunity for Jackson students to meet authors and skype visits.	45%	95%	100%
7) Jackson will provide an oppourtunity to participate in Pentathalon and Chess club.	45%	100%	90%

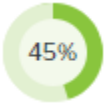
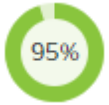
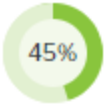
= Accomplished

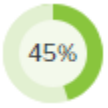
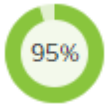
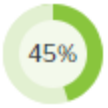
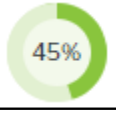
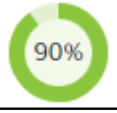
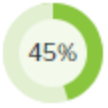
= No Progress

= 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 2019, 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) (SG-SocialStudies/ All, H, ED, SPED, ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White)			
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/Skyward ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) 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,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) TEC 39.106(b)(10)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Provide support facilitation services to Special Education students.Learning Time . (SG-SocialStudies/ All, H, ED, SPED, ELL, AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) TEC 39.106 (b)(2)			
5) Provide in-class support for At-Risk students((SG-SocialStudies/ All, H, ED, SPED, ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) 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,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) Learning Time TEC 39.106 (b)(2)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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/Team Leadership Classes/Strategies ; Wildcat Intervention Time (SG-SocialStudies/ All, H, ED, SPED, ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White)	95%	95%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: By June 2019, 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.	95%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide attendance incentives for students with perfect attendance. Provide incentives for accurate attendance taking for teachers. (SG-SocialStudies/ All, H, ED, SPED, ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White)	45%	95%	100%
3) Call home when students are absent.	45%	100%	100%
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. (SG-SocialStudies/ All, H, ED, SPED, ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White)	45%	95%	100%
100% = Accomplished 0% = No Progress = Discontinue			

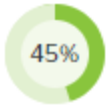
Performance Objective 3: By June 2019, there will be an increase of 5% of students who report they feel safe on campus as measured by our Safe and Civil Student Survey. Accountability Area Targeted: State Accountability

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 give students a binder, paper,and pencil as a way to develop organizational skills. In addition, each student will be given a calendar each six weeks identifying Blue/Gold days, school events. Students also have the opportunity to participate in after school tutorials and Wildcat Time will benefit the students academically. (SG-SocialStudies/ All, H, ED, SPED, ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) School Climate TEC 39.106(b)(8)	45%	95%	100%
2) Conduct parent, teacher, and student surveys to determine students' needs. School Climate TEC 39.106(b)(8)	50%	50%	50%
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.	45%	45%	50%
4) Teachers will receive CHAMPS updates, and Youth and Mental Health Training to ensure school safety and orderly classroom environment. School Climate TEC 39.106(b)(8)	80%	80%	85%

100% = Accomplished 0% = 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)	45%	70%	80%
2) Provide students with drug prevention strategies and activities. School Climate TEC 39.106(b)(8)	100%	100%	100%
3) Provide health and pregnancy information for outside sources as needed. Also, there are non-fiction books about pregnancy in the Library.	45%	45%	80%
4) Participate in monthly fire drills and other crisis drills to ensure student safety	90%	90%	95%
5) Train faculty and staff in campus crisis management	45%	50%	90%
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)	45%	45%	75%
7) Provide incoming 7th graders with an orientation camp to assist with transition from middle school prior to the first day of school.	100%	100%	100%
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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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 = No Progress = Discontinue			

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

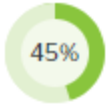
Performance Objective 1: By June 2019, all students will have awareness of 21st century Career options and college requirements as measured by participation in Kuder Test. Accountability Area Targeted: State Accountability

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)	45%	100%	100%
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)	45%	45%	100%
3) Homeroom classes will discuss and research college choices, college preparation, and college requirements. School Climate PECHS Presentation TEC 39.106(b)(8)	45%	45%	100%
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)	45%	100%	100%
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. All 8th grade students take the PSAT. Team Leadership elective to ensure college readiness and field trips to college campuses to expose students to the experriences and career paths.	45%	45%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2019, 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 , Focus 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, AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) Teacher Quality TEC 39.106(b)(1)(5)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) Teacher Quality TEC 39.106(b)(1)(5)	0%	10%	10%
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 wide curriculum Administrators, Instructional Specialist, Campus Coaches, and teachers will perform Instructional Walks and provide effective feedback to grow teachers. . (SG-SocialStudies/ All, H, ED, SPED, ELL, AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White) Teacher Quality TEC 39.106(b)(1)(5)	95%	95%	100%
8) The campus will hire peer facilitators to provide support for teachers and at-risk students.	100%	100%	100%
9) The campus will hire Title I instructional aides to provide student support in the classroom.	100%	100%	100%
10) The campus will utilize a software system (Plan 4 Learning) for the Campus Improvement Plan	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
11) The campus will hire Title I Content Specialist to support Math teachers and all students in the classroom.	100%	100%	100%

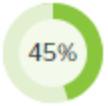
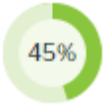
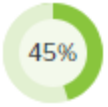
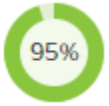
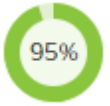
= Accomplished

= No Progress

= Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2019, 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, 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 /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)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Provide CIS identified students which includes parental involvement programs. Family Engagement TEC 39.106(b)(4)	45%	45%	100%
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.	45%	95%	100%
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.	45%	95%	100%
9) The campus will hire a Title I Counselor/Parent coordinator to reach out to parents, teachers, and the community to create positive partnerships for student academic success.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By June 2019, 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)	95%	100%	100%
2) Partner with Harris County Department of Education to provide on-site Adult ESL and Computer classes. Family Engagement TEC 39.106(b)(4)	95%	95%	100%
3) Recruit businesses and community members for our Career Day. Family Engagement TEC 39.106(b)(4)	45%	95%	100%
4) 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.	45%	95%	100%

100% = Accomplished 0% = 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 2019, 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)	45%	95%	100%
2) Continue training for teachers for 1 to 1 initiative where students have a tablet to help them with the technology integration.	95%	95%	100%
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)	95%	95%	100%
4) Regularly use instructional software in various content areas including - Accelerated Reader, Learning.com, istation, Schoology, Explore Learning, Gizmos, Edu-smart. and various web tools Academic Performance TEC 39.106(b)(10)	95%	100%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: By June 2019, 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.	45%	95%	100%
2) Provide Technology Training on campus.	60%	85%	100%
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, SPED, ELL,AA, White) (SG-Reading/SPED, EL,AA,WhiteL) (SG-Writing/SPED, ELL,AA,White) (SG-Science/SPED, ELL,AA,White) (SG-Math/SPED, AA,White)	80%	100%	100%
4) Evaluate status of technology hardware in computer labs and classrooms and replace and update equipment.	80%	90%	100%
5) Continue to provide the Administrative team with technology to facilitate walkthroughs and various administrative responsibilities.	70%	80%	100%

100% = Accomplished 0% = No Progress = Discontinue

Jensen Elementary Performance Objectives 2018-2019

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(ATS-AA W SPED ALL)	7%	52%	100%
2) Provide staff development to ensure consistent implementation of curriculum and rigor and relevance standards	44%	79%	100%
3) Implement gradual release model for lesson design and delivery	47%	73%	100%
4) Use on-line databases, eBooks, books, and other resources for teaching specific TEKS.	52%	73%	100%
5) 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.	48%	71%	100%
6) Create master schedules that will provide common planning time for teams of teachers.	50%	71%	100%

= Accomplished

= 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.

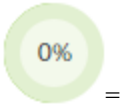
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.	51%	72%	100%
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.	9%	16%	100%
3) Provide staff development opportunities for regular education teachers on the intervention and special education referral and 504 process.	27%	40%	100%
4) Provide staff development on data disaggregation and how the data will drive instruction.	76%	85%	100%
5) Use data desaggregation to drive insruction	57%	70%	100%
100% = Accomplished 0% = 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.	56%	71%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.	61%	81%	100%
3) Use grade and/or content specific grading rubrics.	74%	84%	100%
4) Use district guidelines regarding the appropriate use of homework.	73%	79%	100%
5) Use district wide grade and/or content appropriate retest standards.	67%	77%	100%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	76%	82%	100%

= Accomplished



= 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.	71%	76%	100%
2) Teachers will attend training opportunities for curriculum components needed to increase relevance.	63%	78%	100%
3) Establish and support campus curriculum planning meetings or sharing.	73%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Allow time for consistent team planning, as well as campus-based staff development. [1.8.1]	70%	79%	100%

100% = Accomplished 0% = 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.	72%	81%	85%
2) Continue/maximize the campus use of Accelerated Reading Instruction.	73%	82%	85%
3) Provide time and materials for purposeful reading during the school day.	57%	70%	90%
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	68%	79%	100%
5) Provide staff development on reading strategies.	68%	80%	100%
6) Provide library books and online resources to support all learning styles.	69%	77%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.	74%	86%	100%
2) Promote G/T Summer Exploration Camp opportunities.	19%	23%	100%
3) Participate in Texas performance Standards Project	29%	64%	100%
4) Implement G/T Pullout program for identified students	61%	79%	100%
	100% = Accomplished	0% = 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.	47%	59%	80%
2) Ensure the implementation of 504 accommodations for eligible students.	71%	87%	100%
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	62%	74%	100%
4) Provide support to parents of at risk students.	57%	81%	95%
5) Provide tutoring with contract teachers during the school day	60%	78%	100%
6) Implement research-based programs designed to accelerate student learning. LLi & Soluciones	57%	79%	100%
100% = Accomplished 0% = 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	48%	82%	100%
2) Provide opportunities for staff to attend ESL and ELPS training.	55%	71%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum	64%	76%	100%
4) Implement the ESL scope and sequence at all grade levels	35%	52%	100%

100% = Accomplished 0% = 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	60%	77%	100%
2) Provide conflict resolution, bullying and Conscious Discipline training opportunities for students and staff	52%	79%	100%
3) Create a crisis management plan, including safety drills	56%	77%	100%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior	55%	72%	100%
5) Provide gang awareness training and character education programs	55%	73%	100%
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors	44%	67%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Provide staff development concerning abuse and reporting obligations	59%	70%	100%

100% = Accomplished 0% = 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.	42%	70%	85%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	42%	70%	85%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis	41%	56%	85%
4) Administer Fitnessgram and use report to drive instruction	38%	69%	100%
5) Provide parent education opportunities for coordinated school health	41%	75%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

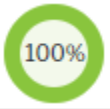
Performance Objective 1: This school year, we will increase the campus attendance rate to 96% or above for all students

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)	75%	70%	100%
2) Students will receive Perfect Attendance recognition	65%	75%	100%
3) OnTime DanceTime Students participate in a dance off for attendance.			0%

100% = Accomplished 0% = 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	70%	75%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timeline.	60%	60%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	70%	70%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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	70%	70%	100%
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.	70%	70%	100%
100% = Accomplished 0% = 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.	70%	70%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements	70%	70%	100%
100% = Accomplished 0% = 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	70%	75%	100%
2) Establish higher education promotion campaigns with college visits	30%	30%	30%

= Accomplished

= 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	60%	70%	100%
2) provide opportunities for students to explore various career opportunities through an annual Career Day	70%	75%	100%

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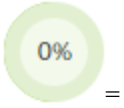


= No Progress

= 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.	60%	75%	100%
2) Provide mentorship and staff development opportunities to new personnel	70%	70%	100%
3) Expand leadership and mentoring opportunities for staff	70%	80%	100%
4) develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff	65%	70%	100%
5) Support all campus meetings, data, curriculum, intervention, etc.	70%	75%	100%

= Accomplished

= 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	70%	70%	100%
2) Encourage student attendance	60%	70%	100%
3) Implement parent volunteer partnership	55%	75%	85%
4) Provide educational resources for parents on the website	80%	85%	100%
5) Implement Watch D.O.G.S. program	75%	80%	100%
6) Host Daddy/Daughter Dance and Mommy and Me Dance	15%	70%	100%

= Accomplished

= 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	45%	75%	100%
2) Promote student/parent/business involvement through volunteerism	45%	60%	75%
3) Kids Hope Mentor Program	80%	90%	100%
4) Community Outreach Performances	65%	85%	100%

100% = Accomplished 0% = 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	95%	100%	100%
2) Increase the integration of technology into instruction, curriculum and assessment, PK -4 as outlined in the District Technology Plan	95%	95%	100%
3) Ensure that all teachers have access to adequate technology in the implememtation of TEKS/STAAR requirements	95%	95%	100%

100% = Accomplished 0% = No Progress = Discontinue

Jessup Elementary Performance Objectives 2018-2019

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) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards (ATS - AA)			100%
2) Integrate relevant literacy skills across all content areas. with the focus on increasing reading levels or our K-2 English students so that more students are on level by the time they reach 3rd grade. (ATS - AA)			100%
3) Vertically align Writing Instruction so that students are more proficient writers by the time they are in 4th grade. (ATS - AA)			75%
4) Implementation of a Science Lab that incorporates hands-on and outdoor laboratory activities in alignment with state science TEKS. (ATS -AA)			100%
5) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, and use of leveled readers. (ATS - AA)			100%
6) Build and convene vertically aligned Math, Reading and Writing curriculum committees to share successful implementation of research based instructional practices. (ATS - AA)			75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. (ATS - AA)			100%

100% = Accomplished 0% = 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, EL, and special education participation. Jessup's ATS area is with our African American subgroup. We will convene our Campus Leadership Team to specifically discuss this subgroup. (ATS - AA)			100%
2) Provide staff with TELPAS longitudinal data on the percentage of EL students making progress towards English proficiency.			100%
3) Provide academic support for our Bilingual students so that English reading levels are closer to grade level by the conclusion of 3rd grade.			100%
4) Use Connect Platform data to drive instruction in 4th Grade Connect classes (ATS - AA)			100%

100% = Accomplished 0% = 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) Develop a staff development plan that provides differentiated levels of instructional, administrative, and support staff. Staff development will include work in grade level PLC's, extending planning based on scope and sequence and student needs as related to data, coaching and peer observations, district-wide training, and 2:45 PLC topics. (ATS - AA)			100%

100% = Accomplished 0% = 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) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels. Focus on K-2 English students' reading levels so that more students are entering 3rd grade on level. Provide academic support to bilingual students so that their English reading levels are closer to being on-level by 4th grade. (ATS - AA)			100%
2) Provide staff development about reading strategies. (ATS - AA)			100%
3) Provide library books and on-line resources to support all learning styles. (ATS - AA)			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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			100%
2) G/T students will participate in the Texas Performance Standards Project as well as other G/T pull-out activities.			100%
	100% = Accomplished	0% = 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 Leadership Team will meet quarterly to monitor Jessup Elementary's African American subgroup and discuss appropriate interventions based on soft and hard data. (ATS - AA)			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Implement research-based programs designed to accelerate student learning and provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. (ATS - AA)			100%
3) Provide additional and individualized support to parents of at-risk students. (ATS - AA)			100%

100% = Accomplished 0% = 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 EL students. Integrate Spanish language books within the library collection.			100%
2) Provide opportunities for all bilingual staff to attend bilingual focus training.			100%
3) Prepare bilingual/EL students for an appropriate and timely transition by following the district's English Language Development curriculum.			100%

100% = Accomplished 0% = 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) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. (ATS - AA)			45%
2) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. (ATS - AA)			100%

100% = Accomplished 0% = 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 including parent education opportunities for coordinated school health.			100%
2) Continue to develop the Campus Health Safety Advisory Committee to support coordinated school health goals and objectives.			100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			100%

100% = Accomplished 0% = 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) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. (ATS - AA)			100%

100% = Accomplished 0% = 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. (ATS - AA)			100%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance. (ATS - AA)			100%

100% = Accomplished 0% = 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) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. (ATS - AA)			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Campus will provide instructional materials and training for all teachers working with students with disabilities. This focus this year is with the implementation of a Support Facilitation model. (ATS - AA)			100%

= Accomplished

= 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). (ATS - AA)			100%
2) Ensure that all teachers have access to equitable and adequate technology to assist in the implementation of TEKS' requirements.			100%

= Accomplished

= 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 and having students participate in career day.			100%

= Accomplished

= 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) Establishment of School Climate Committee to assist in development of school culture building and teacher appreciation ideas.			100%
2) Expand leadership opportunities for staff.			100%
3) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. (ATS - AA)			100%

= Accomplished

= No Progress

= Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business and community stakeholders.

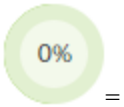
Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation and other parent programs (including Ready Rosie for PK/K, Dream Box and I-Station for use at home, literacy suggestions for home/school connection during Book Blasts, and math suggestions for home/school connection during Math Night). (ATS - AA)			
2) Provide parent education programs on various topics (including nutrition via Brighter Bites, exercise via Zumba Night, and how to seek help for inappropriate touches, for example, via ACE / Counselor parent night)			
3) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and opportunities to volunteer at the school.			
= Accomplished = 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 (via can food drive, penny drive for schools affected by hurricane in North and South Carolina)			100%
2) Promote student/parent/business involvement through volunteerism (example - Brighter Bites).			100%
3) Continue campus spotlight and/or awards for exceptional service (i.e. teacher of the year, paraprofessional of the year, volunteers, etc.)			100%

= Accomplished



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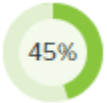
Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

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) Increase in meetings with school-based behavior intervention team in order to discuss Tier II and Tier III behavior students. (ATS - AA)			
2) Implementation of safety crisis management plans, including the implementation and practice of new lock down procedures.			
3) Implementation of EAFK Character Education program.			
4) Implement an age appropriate and vertically aligned guidance curriculum.			
5) Safe and Civil Committee will write a campus plan for school-wide behavior systems.			
= Accomplished = No Progress = Discontinue			

Performance Objective 2: 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 with an emphasis on MERT and new lock down procedures.			100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: 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. (ATS - AA)			100%

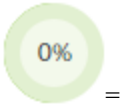
100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: 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. (ATS - AA)			100%
2) 1) Provide counseling services for students and /or families who are currently or recently involved in crisis or trauma situation via CIS VOCA counselor.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June

= Accomplished



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Keller Middle School Performance Objectives 2018-2019

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	25%	50%	100%

= Accomplished

= 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	0%	50%	100%
2) All content areas will complete target tests and/or 3 week assessments. CSF Academic Performance	25%	50%	100%
3) Students and teachers will use data notebooks to track their data from CBAs. CSF Quality Data	25%	50%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

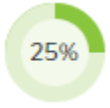
Performance Objective 3: Implement a tiered professional development plan to support the effective delivery of a rigorous curriculum.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide quality staff development based on teacher needs and surveys.	25%	50%	100%
	100% = Accomplished	0% = No Progress	= Discontinue

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	25%	50%	100%
2) Provide assistance to at risk students through Title I program, the ACE program, tutoring program, and extended day program. CSF QUality Data	25%	50%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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	100%	100%	100%
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	100%	100%	100%
10) Special education case managers and the 504 coordinator will meet with regular education teachers to make sure IEPs and IPPs are implemented.	100%	100%	100%
11) All staff will receive modifications/accommodations for all special education and 504 students.	100%	100%	100%

100% = Accomplished 0% = 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	50%	50%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Technology will be implemented into classroom instruction through the student use of computers in each core content classroom.	50%	50%	100%
3) Provide GT students with opportunities to extend the core curriculum to an appropriate level that challenges the abilities of gifted learners.	50%	100%	100%
4) Students entering 5th grade math and 6th grade will have the opportunity to participate in pre advanced placement courses. CSF QUality Data	100%	100%	100%
5) Acquire hardware and software to accommodate the student population and their learning needs.	50%	100%	100%
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.	100%	100%	100%
7) Special education and 504 students will have the opportunity to participate in all school activities	100%	100%	100%
8) Students will have the opportunity to participate in the Connect Personalized Learning Program.	100%	100%	100%

100% = Accomplished 0% = 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.	25%	100%	100%
2) All 6th grade students will participate in the Kids 2 College program, and visit the University of Houston.	50%	100%	100%

= Accomplished

= 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.	50%	100%	100%

= Accomplished

= 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.

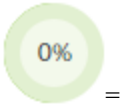
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Keller Middle School will have staff celebrations of upcoming weddings or births, and monthly birthday breakfasts. CSF Teacher Quality			
2) All staff will have the opportunity to participate in staff outings throughout the year and will be able 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 = 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, Skyward, Mizuni, and other technology applications. CSF Teacher Quality	100%	100%	100%
2) Teachers will attend Teacher-to-Teacher staff development workshops during the school year presented by their fellow Keller teachers. CSF Teacher Quality	25%	25%	100%
3) 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	25%	25%	100%
4) Teachers will have opportunities to serve on campus committees, participate in book studies, attend staff development and participate in team building activities.	25%	50%	100%
5) Provide staff development based on student data, needs assessment, and parent and teacher surveys.	25%	50%	100%
6) New teachers will have mentors and attend monthly meetings CSF Teacher Quality	100%	100%	100%
7) Peer facilitators will be used as instructional coaches and leaders for each core content area	100%	100%	100%

= Accomplished



= 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 opportunity to participate in ESL classes through San Jacinto College. CSF Family Engagement	100%	100%	100%
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	100%	100%	100%
3) Parents will be offered classes to deal with pre teens and current issues. CSF Family Engagement	50%	50%	100%
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	50%	50%	100%
5) Parents will be invited to participate in the following family events: Meet the Teacher, Open House, Family Muster Nights, Student Dances, Award Ceremonies, and Coffee Talks with the principal. CSF Family Engagement	50%	50%	100%
100% = Accomplished 0% = 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.	50%	100%	100%
2) Staff will build positive relationships with all parents. Staff will offer parent classes throughout the year. CSF Family Engagement	50%	50%	100%
100% = Accomplished 0% = 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.	50%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) The Safe and Civil Committee will monitor common area procedures and student behavior and present solutions to the staff at faculty meetings.	50%	100%	100%

= Accomplished

= 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	100%	100%	100%

= Accomplished

= 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.	50%	100%	100%

100% = Accomplished 0% = 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.	25%	50%	100%

100% = Accomplished 0% = No Progress = Discontinue

Kendrick Middle School Performance Objectives 2018-2019

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 language acquisition strategies on a regular and ongoing basis when planning and teaching.	33%	70%	100%
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.	33%	70%	100%
3) Implement Personalized Learning (Connect program) at Kendrick MS to tailor instruction to meet the needs of various learners.	100%	100%	100%
4) Teachers will use various educational resources to support and increase student learning throughout the school year.	33%	71%	100%
5) Enhance student Literacy through the development of a Literacy Committee to oversee campus literacy initiatives and use of various resources.	0%	0%	0%
6) Teachers will be provided planning days to plan highly effective lessons in an effort to increase student learning.	33%	70%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	= Accomplished = 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 Technology trainings throughout the year.			
	= Accomplished = 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 or ESL Certification and GT Certification.			
	= Accomplished = 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.	100%	100%	100%
2) Participation of students in a campus Science Fair that will lead to participation in the district Science Fair.	33%	70%	100%
3) Participation of GT students in the annual district GT Showcase.	33%	70%	100%
4) Participation of students in a campus Spelling Bee that will lead to participation in the district Spelling Bee.	66%	100%	100%
5) Create and sustain a National Elementary Honor Society for Kendrick Middle School.	0%	0%	0%
6) Select a given number of students to participate in the STARBase program yearly to provide students with STEM opportunities outside of the classroom.	0%	70%	100%
7) Create and sustain a Science club to provide outside activities and opportunities for additional student learning.	33%	70%	100%
8) Create and sustain an Art Club to provide students an opportunity for extended art projects.	33%	70%	100%
9) Partner with the City of Pasadena to provide an opportunity for our students to participate in a volleyball league.	100%	100%	100%
10) Create a "Name That Book" team to participate in the district "Name That Book" competition.	0%	71%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = 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) 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.			
2) Utilize a pull out method for a targeted group of individuals in which staff provide targeted intervention based on student levels of learning.			
3) Support SPED students by integrating 100 minute ELAR blocked classes into the master schedule			
4) Support SPED students by pulling small group interventions.			
5) Create a flexible dyslexia schedule by our DAIT to address the needs of our dyslexic students throughout the year.			
6) Provide extended day opportunities to students at-risk of failing the STAAR assessment in reading, math, or science.			
= Accomplished = No Progress = Discontinue			

Performance Objective 6: Ensure all ELAR teachers are ESL or Bilingual certified 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.	33%	33%	75%

= Accomplished

= No Progress

= Discontinue

Goal 2: 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.	33%	35%	35%
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.	100%	100%	100%
3) Create a Bronco Future Leader Group of those staff members who have their mid-management or counseling certification and utilize this group to assist with implementation of various projects and programs on campus.	33%	35%	35%
4) Create and sustain a committee that focuses on positive behavior supports and interventions as well as address the safety needs of the campus.	66%	100%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: Ensure teachers and staff are recognized on a regular basis to ensure morale remains at a high level.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Bronco Brags are used by all staff to recognize others and say thank you for various reasons.	66%	70%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Plan and coordinate regular team building activities that includes all teachers and staff.	66%	70%	100%
3) Recognize Teacher and Staff Birthdays throughout the year.	66%	75%	100%
4) Teachers are voted on and selected as Teachers of the Month throughout the school year.	66%	70%	70%
5) Teachers and Staff are nominated and voted on by their peers as Teacher of the Year, New Teacher of the Year and Paraprofessional of the Year annually.	0%	0%	100%
6) Create a New Teacher Academy that is designed to support new Kendrick teachers each year.	66%	70%	100%
7) Recognize teachers instructional successes at monthly faculty meetings through various methods.	66%	70%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: Encourage teachers and staff to participate in and attend various professional development sessions that will enhance the overall learning and success of the students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Music Educators will attend TMEA.	0%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Goal 3: 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.	66%	75%	100%
2) Provide parenting classes that target specific topics that affect students at the middle school level.	33%	70%	100%
3) Plan at least 2 parent events per semester that invite parents to become an active member in their students education.	33%	75%	100%
4) Create and maintain a campus website and Facebook page to communicate and promote Kendrick events.	66%	100%	100%
5) Host a Meet the Teacher event at the start of the year to allow parents and students an opportunity to tour the building, meet HR teacher and learn about procedures associated with Kendrick.	100%	100%	100%
6) Plan an Open House to allow parents the opportunity to meet all their student's teachers and to encourage parent/teacher communication.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 2: Hire an individual whose responsibility is to plan and promote parental involvement on a regular basis throughout the school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Develop, plan and monitor parent involvement for various parenting classes and parent events throughout the school year.	33%	70%	100%

= Accomplished

= No Progress

= Discontinue

Goal 4: 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.	33%	75%	100%
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.	66%	100%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: Kendrick students will participate in activities to help create well-rounded individuals and to promote success and to compete in a global world.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Kendrick Middle School will maintain a Student Council to promote citizenship opportunities to the students.	33%	75%	100%
2) Students will be taught about Digital Citizenship to promote appropriate and safe usage of the internet and computers.	100%	100%	100%
3) Students will be selected to be a "Pledge Pal" and recite the pledges each morning.	66%	100%	100%

= Accomplished

= No Progress

= Discontinue

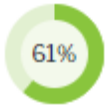
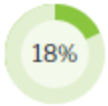
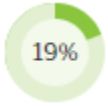
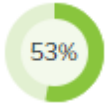
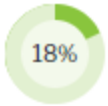
Performance Objective 3: Kendrick students are offered a variety of opportunities to promote social-emotional well being.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will present Character Education lessons weekly during homeroom.	100%	100%	100%
2) Kendrick Middle School will partner with Communities in Schools and VOCA to offer a variety of social-emotional as well as academic supports.	66%	100%	100%
= Accomplished = No Progress = Discontinue			

Kruse Elementary Performance Objectives 2018-2019

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. ATS - All students and SpEd			
2) Implement the district scope and sequences for all courses in grades Pk to 4. ATS - All students and SpEd			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. [1.1.7] ATS - All students and SpEd			
4) Integrate relevant literacy skills across all content areas. ATS - All students and SpEd			
5) Implement gradual release model for lesson design and delivery ATS - All students and SpEd			

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. ATS - All students and SpEd	15%	55%	90%
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS. ATS - All students and SpEd	7%	54%	100%
8) Use on-line databases, eBooks, books, and other resources for specific TEKS. ATS - All students and SpEd	20%	60%	95%
9) Provide staff development on utilization of on-line databases and resources. ATS - All students and SpEd	25%	56%	75%
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] ATS - All students and SpEd	65%	86%	100%
11) Build and convene content area curriculum committees/teams to share successful implementation of research based instructional practices. [1.4.4] ATS - All students and SpEd	59%	81%	90%
12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. [1.6.1] ATS - All students and SpEd	57%	87%	95%

Strategy Description	Formative Reviews		
	Oct	Feb	June
13) Develop and provide research based instructional strategies and staff development plan for technology integration. [1.5.2] ATS - All students and SpEd	68%	83%	95%
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] ATS - All students and SpEd	100%	100%	100%
100% = Accomplished 0% = 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] ATS - All students and SpEd	100%	100%	100%
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. [PBM]- ATS - All students and SpEd	100%	100%	100%
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. [PBM] ATS - All students and SpEd	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process. ATS - All students and SpEd	69%	93%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction. [1.3.1] ATS - All students and SpEd	52%	78%	100%
6) Use data disaggregation to drive instruction. ATS - All students and SpEd	56%	85%	95%
100% = Accomplished 0% = 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] ATS - All students and SpEd	100%	100%	100%
2) Provide staff development (Data Talks) on differentiation/scaffolding designed to meet the learning needs of every student. [PBM] ATS - All students and SpEd	61%	79%	80%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor [PBM, P16] ATS - All students and SpEd	72%	80%	85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Teachers will attend training opportunities for curriculum components needed to increase relevance. ATS - All students and SpEd	67%	87%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [1.7.1] ATS - All students and SpEd	71%	83%	90%
6) Establish and support campus PLCs. ATS - All students and SpEd	100%	100%	100%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. [1.8.1] ATS - All students and SpEd	60%	79%	85%
100% = Accomplished 0% = 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. ATS - All students and SpEd	68%	74%	90%
2) Provide time and materials for purposeful reading during the school day. ATS - All students and SpEd	71%	77%	85%
3) Provide information to teachers regarding special reading needs of dyslexia students. ATS - All students and SpEd	67%	80%	90%
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. ATS - All students and SpEd	50%	77%	90%
5) Provide staff development about reading strategies. [PBM] ATS - All students and SpEd	65%	78%	85%
6) Provide library books and online resources to support all learning styles. ATS - All students and SpEd	100%	100%	100%
7) Continue the campus use of Accelerated Reading Instruction	100%	100%	100%

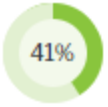
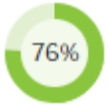
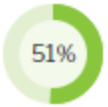
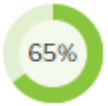
100% = Accomplished 0% = No Progress = Discontinue

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. ATS - All students and SpEd	23%	77%	100%
2) Promote G/T Summer Exploration Camp opportunities. ATS - All students and SpEd	16%	27%	100%
3) Participate in Texas Performance Standards Project. ATS - All students and SpEd	20%	61%	75%
4) Students will be clustered and instructed by G/T Certified teachers. ATS - All students and SpEd	100%	100%	100%
5) Implement G/T Pullout program for identified students. ATS - All students and SpEd	100%	100%	100%
6) Promote participation in the Duke Talent Search program in fourth grade. ATS - All students and SpEd	24%	71%	80%
100% = Accomplished 0% = 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. ATS - All students and SpEd			
2) Ensure the implementation of 504 accommodations for eligible students. ATS - All students and SpEd			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. ATS - All students and SpEd			
4) Implement research-based programs designed to accelerate student learning. ATS - All students and SpEd			
5) Provide additional and individualized support to parents of at risk students. ATS - All students and SpEd			
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade. ATS - All students and SpEd			
7) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. ATS - All students and SpEd			

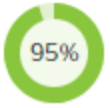
Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. ATS - All students and SpEd	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

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. Integrate Spanish language books within the library collection. [PBM] ATS - All students and SpEd	100%	100%	100%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. ATS - All students and SpEd	100%	100%	100%
3) Prepare bilingual ELL students for an appropriate and timely transition by following the district bilingual continuum. [PBM] ATS - All students and SpEd	100%	100%	100%
4) Implement the ESL scope and sequence at all grade levels.ATS - All students and SpEd	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	= Accomplished = 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. ATS - All students and SpEd			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. ATS - All students and SpEd			
3) Create a crisis management plans, including safety drills. ATS - All students and SpEd			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. ATS - All students and SpEd			
5) Provide Gang awareness and Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic inappropriate behaviors. ATS - All students and SpEd			

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Provide staff development concerning abuse and reporting obligations.	100%	100%	100%

100% = Accomplished 0% = 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. ATS - All students and SpEd	79%	92%	100%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. ATS - All students and SpEd	100%	100%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.. ATS - All students and SpEd	31%	78%	85%
4) Administer Fitnessgram and use reports to drive instruction. ATS - All students and SpEd	47%	80%	100%
5) Provide parent education opportunities for coordinated school health at each campus. ATS - All students and SpEd	100%	100%	100%

100% = Accomplished 0% = 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. ATS - All students and SpEd	100%	100%	100%
2) Record grades that accurately communicate mastery or non mastery on specific student expectations. ATS - All students and SpEd	100%	100%	100%
3) Use grade and/or content specific grading rubrics. ATS - All students and SpEd	100%	100%	100%
4) Use district guidelines regarding the appropriate use of homework. ATS - All students and SpEd	100%	100%	100%
5) Use district wide grade and/or content appropriate retest standards. ATS - All students and SpEd	100%	100%	100%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. ATS - All students and SpEd	100%	100%	100%

100% = Accomplished 0% = 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. ATS - All students and SpEd	100%	100%	100%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance. ATS - All students and SpEd	100%	100%	100%
100% = Accomplished 0% = 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. ATS - All students and SpEd	100%	100%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. ATS - All students and SpEd	100%	100%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. ATS - All students and SpEd	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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. ATS - All students and SpEd	100%	100%	100%
5) Campus will follow district procedures regarding parental request for specials education evaluation. ATS - All students and SpEd	100%	100%	100%
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. ATS - All students and SpEd	100%	100%	100%
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. ATS - All students and SpEd	100%	100%	100%
8) Campus will follow district policy to ensure students with disabilities have access to facilities. ATS - All students and SpEd	100%	100%	100%
9) Campus will provide instructional materials and training for all teachers working with students with disabilities. ATS - All students and SpEd	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
10) Special education teachers are included in training given in the area of dyslexia and related disorders. ATS - All students and SpEd	100%	100%	100%
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments. ATS - All students and SpEd	100%	100%	100%
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. ATS - All students and SpEd	100%	100%	100%
100% = Accomplished 0% = 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. ATS - All students and SpEd	100%	100%	100%
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom." ATS - All students and SpEd	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. ATS - All students and SpEd	100%	100%	100%
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. ATS - All students and SpEd	100%	100%	100%

= Accomplished

= 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. ATS - All students and SpEd	100%	100%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements. ATS - All students and SpEd	100%	100%	100%
100% = Accomplished 0% = 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. ATS - All students and SpEd	100%	100%	100%
2) Establish higher education promotion campaigns. [3.2.9] ATS - All students and SpEd	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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. ATS - All students and SpEd	100%	100%	100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day. ATS - All students and SpEd	100%	100%	100%
	100% = Accomplished	0% = 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. ATS - All students and SpEd	40%	70%	100%
2) Provide mentors and staff development opportunities to new personnel. ATS - All students and SpEd	100%	100%	100%
3) Expand leadership and mentoring opportunities for all staff. ATS - All students and SpEd	55%	100%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [4.5.1] ATS - All students and SpEd	100%	100%	100%

= Accomplished

= 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. ATS - All students and SpEd			
2) Provide parent education at all campuses on various topics. ATS - All students and SpEd			
3) Implement Superintendent's Stay in School Project/District Attorney Partnership. ATS - All students and SpEd			
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. ATS - All students and SpEd			
5) Provide parent workshops regarding reading with children, online resources and eBooks. ATS - All students and SpEd			
6) Provide educational resources for parents on their website.			
7) Provide instructional resources for parents to utilize at home with their child. ATS - All students and SpEd			

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies. ATS - All students and SpEd	100%	100%	100%
9) Provide information that can be utilized with students and parents in the interpretation of test results.	55%	65%	100%
100% = Accomplished 0% = 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. ATS - All students and SpEd	100%	100%	100%
2) Promote student/parent/business involvement through volunteerism. ATS - All students and SpEd	100%	100%	100%
3) Promote service organizations for students in school (Student Council, Safety Patrol, etc.). ATS - All students and SpEd	100%	100%	100%
4) Participate in the See to Succeed program ATS - All students and SpEd	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers) ATS - All students and SpEd	100%	100%	100%

= Accomplished

= 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. ATS - All students and SpEd			
2) Provide opportunities to attend behavior management trainings. ATS - All students and SpEd			
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). ATS - All students and SpEd			

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Create campus safety crisis management plans, including safety drills. ATS - All students and SpEd	100%	100%	100%
5) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. ATS - All students and SpEd	100%	100%	100%
6) Provide opportunities to attend Gang Awareness training and Character Education programs. ATS - All students and SpEd	100%	100%	100%
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. ATS - All students and SpEd	100%	100%	100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic inappropriate behaviors. ATS - All students and SpEd	45%	95%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Implement an age appropriate and vertically aligned guidance curriculum. ATS - All students and SpEd	60%	85%	100%
100% = Accomplished 0% = 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. ATS - All students and SpEd	100%	100%	100%
2) Provide training opportunities for all employees on blood borne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials. ATS - All students and SpEd	100%	100%	100%
100% = Accomplished 0% = 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. ATS - All students and SpEd	100%	100%	100%
2) Establish protocols for safety procedures at field trips. ATS - All students and SpEd	100%	100%	100%
3) Provide opportunities for employees to be trained in personal safety. ATS - All students and SpEd	100%	100%	100%
100% = Accomplished 0% = 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. ATS - All students and SpEd	40%	70%	90%
2) Provide support for student and staff participation in service learning opportunities. ATS - All students and SpEd	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

L.F. Smith Elementary Performance Objectives 2018-2019

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 2019, 85% of all 3rd and 4th grade students (all student groups including special education) will pass the reading, math, and/or writing state assessments.

Next Year's Recommendation 1: Continue goal

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.	33%	66%	100%
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).	33%	66%	100%
3) Disaggregate 2017-2018 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).	100%	100%	100%
4) Increase the use of the Accelerated Reading Program (PK through 4th grade) by increasing opportunities for students to build fluency by reading silently in the classroom and by increasing motivation for the program with Bounce for Books, Summer Reading Rewards, Little Free Library, Stop the Summer Slide Program, Book Clubs with the Principal, and the AR Carnival.	20%	55%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Conduct Feeder School Vertical Team Meetings for alignment purposes.	0%	0%	100%
6) Attend 4th grade transition meetings to align ESL instructional levels.	0%	0%	100%
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, etc.).	32%	66%	100%
8) Title I staff (PF's, DAIT, aides, Counselor) will be utilized to provide academic and behavioral support to students (including special education) and coaching for teachers.	100%	100%	100%
9) Weekly PLC meetings to review common assessment data and plan for remediation/enrichment (including special education students).	33%	67%	100%
10) Hire "during the day" tutorial support personnel to assist during WIN time.	100%	100%	100%
11) Continue utilizing a data room to monitor data collection (school-wide for GR levels) and grade level specific rooms for SE related data. Data room will also monitor progress of special education students.	100%	100%	100%
12) Teachers will create instructional groups for WIN time using common assessment data, CBA data, WRAP data,LLI, Solucionnes, etc.	33%	66%	100%
13) 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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
14) Identified special education students will be clustered to facilitate the inclusion process.	100%	100%	100%
15) Instruction in bilingual classrooms will be adjusted to best prepare students for success in middle school and life.	100%	100%	100%
16) Ensure bilingual program guidelines are followed to ensure correct placement in the program as appropriate, and ensure ELD time is reflected in teacher's daily schedules and lesson plans.	100%	100%	100%
17) Utilize small group instruction to differentiate for students' language and instructional needs (guided reading / guided math) including special education students.	33%	66%	100%
18) Ensure that GT identification procedures remain free from bias.	0%	100%	100%
19) Provide credit by exam opportunities for advanced students.	100%	100%	100%
20) Provide opportunities for extended learning through GT Field Trip.	0%	0%	100%
21) Provide GT students with differentiated instructional opportunities in the general education setting and in a GT pullout program.	33%	66%	100%
22) GT students will participate in the Texas Standards Project and selected students will be invited to participate in the GT Showcase.	33%	66%	100%
23) Provide field trips to enrich classroom learning experiences for grades K-4th.	31%	80%	100%
24) All students will utilize the computer labs or mobile labs to learn technology skills.	33%	66%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
25) Implement reading, math, and science instructional software in PK through 4th grade such as United Streaming, Brain Pop, iStation, Waterford, DreamBox, Reading A-Z, Star Early Literacy, etc.	100%	100%	100%
26) Utilize Accelerated Reader and web-based STAR program software in PK through 4th Grade. Utilize early literacy for PK-1st.	100%	100%	100%
27) Teachers will fully utilize available technology such as interactive projectors, ELMO's, ActivExpressions, ActivSlates, laptops, iPads, Kindles, Nooks, wireless technology, etc.	33%	66%	100%
28) Utilize iStation software in PK through 4th grade (and Waterford for non-readers) to promote student academic success with a focus on intervention students.	100%	100%	100%
29) Utilize technology components from math and reading adoption.	33%	66%	100%
30) Create grade level tubs of mentor texts for teachers to check out for reading/writing.	0%	0%	0%
31) 3rd and 4th grade teachers and special education teachers will work together to create a cohesive schedule to support special education students.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: By May 2019, 70% of all 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.

Next Year's Recommendation 2: Adjust goal for 2019-2020

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 2nd grade teachers will follow district timelines so that students have access to the full curriculum.	33%	66%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: By May 2019, 95% of all 1st grade students will be reading at a guided reading level J or above. By May 2019, 90% of all 1st grade students will pass EOY CBA with a 70% or better.

Next Year's Recommendation 3: Adjust goal for 2019-2020

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 1st Grade teachers will follow district timelines so that students have access to the full curriculum.	33%	66%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: By May 2019, 95% of all Kindergarten students will achieve benchmark mastery on the reading and math portion of the EOY Kindergarten Assessment. In addition, 95% of all Kindergarten students will be reading at level "D".

Next Year's Recommendation 4: Some adjustment will be made to this goal

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Kindergarten teachers will follow district timelines so that students have access to the full curriculum.	33%	66%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 5: By May 2019, 95% of all PK students will know 20-21 upper and lower case letters and sounds, and 85% of all PK students will pass the EOY PK math assessment.

Next Year's Recommendation 5: Continue goal

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.	33%	66%	100%
	100% = Accomplished	0% = 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.

Next Year's Recommendation 1: Continue goal

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.	100%	100%	100%
2) Encourage students to consider potential careers by having a career dress up day.	100%	100%	100%
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.	0%	0%	100%
4) 4th Grade students will be given the opportunity to participate in job shadowing opportunities on campus.	0%	0%	0%
5) 4th Grade students will participate in career guidance lessons.	33%	66%	100%
6) Students and faculty members will be encouraged to create and post university pennants showing where they attended college or would like to attend college.	100%	100%	100%
7) 3rd and 4th Grade students will be invited to participate in Student Council where they will have the opportunity to take on leadership roles.	33%	66%	100%

= Accomplished

= 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.

Next Year's Recommendation 1: Continue goal

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.	51%	100%	100%
2) Paraprofessionals are encouraged to go back to school to work on their teaching certification.	100%	100%	100%
3) Recruit new teachers through alternative certification programs.	100%	100%	100%
4) New teachers will be trained in the 7 Steps to a Language Rich, Interactive Classroom.	0%	0%	100%
5) Provide common daily planning time so that teachers can participate in grade level team meetings and PLC meetings.	100%	100%	100%
6) Continue to utilize campus book studies to expand and refine our tool boxes in academic, intervention, behavioral, and leadership areas.	34%	34%	100%
7) Administrators and teachers will meet several times throughout the year as part of T-TESS (goal setting, pre-conference, post-conference, etc.).	33%	71%	100%
8) Provide appropriate technology training for staff based on staff surveys.	32%	65%	100%
9) A core team of teachers and administrators will be trained in CPI and TBSI.	0%	0%	100%

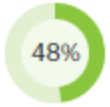
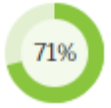
Strategy Description	Formative Reviews		
	Oct	Feb	June
10) Provide LPAC and OLPT training for staff and parents as needed.	27%	100%	100%
11) Staff will participate in beginning of year staff development which will include T-TESS training, Writing Academy Training, Whole Brain Teaching Training, Handbook, and new school procedures, etc.	100%	100%	100%
12) Work with teachers through PLC meetings to analyze CBA's, common assessments, and classroom assignments for alignment to TEKS and to monitor student data to create WIN tutorial groups.	44%	64%	100%
13) Staff will participate in horizontal and vertical planning.	37%	36%	100%
14) Encourage staff to seek out and implement training pertinent to their grade levels and/or areas of expertise.	42%	51%	100%
15) Provide on-campus training for paraprofessional staff to improve the toolkit of instructional strategies available to reach struggling learners.	0%	0%	100%
16) Campus/District provide planning days for each grade level for each 9 week planning period to select power standards, road-map the upcoming 9 week period, create common assessments, etc.	31%	62%	100%

100% = Accomplished 0% = 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.

Next Year's Recommendation 1: Continue goal

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. During the 1st 9-week period, teachers will review the parent/teacher/student compact with parents.			
3) Invite parents to attend Title I informational meeting (as part of FUN Night) to explain the advantages students receive as a member of a Title I school. Parent policy will be reviewed at the meeting as well.			
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. Compact reviewed during first 9-weeks report card conference.			
6) Parents will be active stakeholders in the campus by participating in the LPAC committee, SBDM committee, Family Nights, WatchDogs, etc.			
7) Parents and students will be invited to participate in a Christmas Craft Night. Information on parenting skills will also be provided during this event.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Provide parents a "Peek at the Week" to stay informed of classroom instructional and focus activities (PK-4th grade).	33%	68%	100%
9) Provide a parent room where parents can assist on school-wide projects as well as a place for parents to take educational classes.	100%	100%	100%
10) FUN Night, Book Bingo, Turkey Trot, Grandparent's Day, Ready Rosie, and Science Night will be offered to provide students, parents, and family members with the opportunity to participate in learning & fun activities together.	24%	81%	100%
11) Provide parents with the opportunity to attend grade level music programs so they can see their child perform.	36%	70%	100%
12) Provide monthly student calendar to notify parents about school events.	37%	68%	100%
13) Parent workshops and other family events will be offered to increase involvement in their child's education such as, Ready Rosie, Watch Dogs, Dominoes with Dads, nutrition classes, parenting classes, etc.	44%	74%	100%
14) Provide updated school web and Facebook page so that parents can stay informed about school events and have access to educational websites.	21%	63%	100%
15) Staff members will attend a workshop to help parents and school personnel better manage students with behavioral challenges.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: During the current school year, community/business involvement will increase by 2%.

Next Year's Recommendation 2: Continue goal

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Partner with Mi Tienda/Horace Mann to provide materials for parent events or classroom activities.	26%	60%	100%
2) Partner with Champions staff to provide parents with alternative after school care at L.F. Smith.	100%	100%	100%
3) Partner with Houston Food Bank to provide Backpack Buddy Program and milk truck for families in need.	100%	100%	100%
4) Seek out donations to help provide breakfasts for staff during back to school week.	100%	100%	100%
5) Partner with CIS to provide on-site CIS coordinator. CIS coordinator will provide students with supportive guidance and counseling, assist with parent and family engagement activities, promote college and career awareness, and assist with other school supportive activities (i.e. attendance, academic tutoring, etc.).	100%	100%	100%

= Accomplished

= 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.

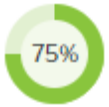
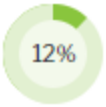
Next Year's Recommendation 1: Continue goal

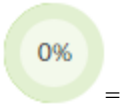
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Core team will continue to refine Safe and Civil school procedures. The core team will train faculty and staff. Parents, students, and staff will be surveyed as part of the Safe and Civil Schools process.	25%	62%	100%
2) Staff will be trained 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 blue-wave system, etc.	100%	100%	100%
3) Work with district personnel and campus Safe and Civil Schools team to promote school safety and restructure common areas.	100%	100%	100%
4) Train crisis management team on procedures and location of equipment and HVAC shutdown.	0%	0%	100%
5) Partner with Fiesta to provide an alternative evacuation site for students/staff.	0%	0%	100%
6) Train staff so that they can train students (as appropriate) on safety and security procedures such as: fire drills, tornado drills, ALICE procedures, shelter in place drills, medical emergencies, etc.	100%	100%	100%
7) Continue student badge system to promote student safety.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	= Accomplished = 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.

Next Year's Recommendation 2: Continue goal

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 educational development of students.			
2) Incorporate lessons to include fundamental information on A&P, exercises, and the benefits of healthy lifestyle choices.			
3) 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.			
4) 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.			
5) PE Staff will offer Moving Mondays and The Biggest Loser Competition to help staff make healthier lifestyle choices.			
6) CHAC Committee will offer Try it Tuesdays, Health Fair, etc. to encourage staff members to try healthy alternatives to eating.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished  = No Progress = Discontinue			

Lomax Middle School Performance Objectives 2018-2019

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, MAP testing, the Personalized Learning Platform, and other tools of data collection to analyze student performance every 9 weeks.	100%	100%	100%
2) Teachers will focus on low SEs and use standard clarfications during planning to improve instruction for low SEs.	55%	85%	100%
3) Teachers will participate in a department PLC look at data, plan common workshops, align resources to SEs, share resources, and discuss how to utilize available resources on campus.	100%	100%	100%
4) All staff will integrate SIOP/7 Steps strategies into daily classroom instruction.	20%	45%	80%
5) Teachers will use Connect data weekly to reteach SEs that were not at acceptable passing standards from a content assessment.	100%	100%	100%
6) Connect Teams will use Personalized Learning to assist students in becoming self-directed learners and fill in gaps	75%	85%	100%

= Accomplished

= 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 interventions and workshops on a weekly basis that meet the needs of all students utilizing district and campus spotlights; such as AVID, Technology, SIOP, 7 Steps.	60%	80%	95%
2) Monitor curriculum implementation through walkthroughs and instructional rounds.	80%	90%	90%

= Accomplished

= 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.	90%	95%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 4: Teachers will use the lessons, diagnostic and content assessments, MAP testing, 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.	85%	95%	100%
2) Teachers will develop and incorporate workshops to support the district's PLP scope and sequence.	100%	100%	100%
3) Personalized Learning - teaching students to be self-directed learners	90%	85%	100%
100% = Accomplished 0% = 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 Personalized Learning Platform, I Stations, and Edusmart, Schoology & IXL.	75%	85%	100%
2) AVID Strategies will be used by teachers to raise the level of rigor.	100%	100%	100%
3) Mentoring 1:1 Check-ins	85%	95%	100%
100% = Accomplished 0% = 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.	80%	85%	90%
2) Utilize personnel to implement research-based programs designed to accelerate student learning for at-risk students.	100%	100%	100%
3) Utilization of ESL strategies in every class and implementation of ELPS.	70%	85%	95%
4) 4) Morning tutorials	100%	100%	100%
5) Extended Day Tutorials for Math, Reading and Science	40%	90%	100%
6) RTI - Intervention Math/Reading	100%	100%	100%
7) Reads/Solves - partial group interventions based on SE data	75%	85%	80%

= Accomplished

= 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, 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.	90%	95%	100%
2) Self-selected reading will help instill an enjoyment of reading by having Reads/Solves, an Accelerated Reader - Incentive Program, Leisure Reading Areas/Centers, Trade Books, Library Circulation, High School Mentors, and Daily Silent Sustained Reading.	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 8: 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 & 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, Boot Camp, Mighty Milers, Jingle Bell Jog, Walk for Sight.	35%	75%	100%
2) Laminated cards that contain nutritional information about common foods eaten by teens and healthy alternatives.	45%	60%	75%
3) Students will participate in physical education assessments including Fitnessgram.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Coaches cover nutritional facts on the broadcast system. One time per month.	35%	50%	70%

100% = Accomplished 0% = No Progress = Discontinue

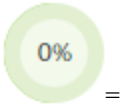
Performance Objective 9: 100% of campus departments will create smart goals based on student performance.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Each department will create a smart goal for the current school year based on previous STAAR results.	100%	100%	100%
2) Each core area department will create yearly smart goals that reflect student progress which will be continually assessed and refined to meet the needs of all students.	75%	95%	100%

100% = Accomplished 0% = 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 workshops will take place in reading, math, and science focusing on accelerated instruction for all students to be successful.	65%	90%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished  = 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 recognition and rewards to promote attendance.	95%	90%	100%
2) An attendance committee will monitor all students for attendance issues and implement strategies to promote attendance.	70%	85%	95%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.	100%	100%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%
5) Campus will follow district procedures regarding parental request for special education evaluation.	100%	100%	100%
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., PPLAAFPs, IEPS, deliberations) and (3) utilizing District/State required STAAR and STAAR Alternative Participation Requirement Forms.	100%	100%	100%
7) Campus will follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%
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.	100%	100%	100%
9) Provide training for all teachers working with students with disabilities.	100%	100%	100%
10) Monitor the number of students with disabilities being served in least restrictive environment.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%

100% = Accomplished 0% = 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 office hours for those students who are able to arrive by 8:10 a.m.	100%	100%	100%
2) All reading, science, and math teachers will provide weekly workshop tutoring based upon data and need. These groups will change as students demonstrate skill mastery.	85%	90%	95%
3) Teachers will use data to identify students eligible to participate in Extended Day based upon summative assessment results and student subgroups.	100%	100%	100%
4) All teachers on campus will review the previous year state assessment scores for all students.	100%	100%	100%

100% = Accomplished 0% = 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.	40%	100%	100%
2) During the school year, selected 5th grade students will explore science, math, and technology; incorporating these skills in real world operation and investigations. (STAR BASE)	100%	100%	100%
3) 100% of students are introduced to college through a series of college readiness activities through the PLP.	100%	100%	100%
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.	55%	100%	100%
5) Introduction to extracurricular activities, an important college prerequisite for students through student clubs	100%	100%	100%
6) All students will receive academic planning lessons, which include goal setting, personal and carrer interests, as well as college university information.	100%	100%	100%
7) Teachers will show video clips of their college experience as well as information on other universities.	35%	100%	100%
8) Teacher Mentors will hold sessions with students to set long and short term academic goals.	75%	100%	100%

100% = Accomplished 0% = 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.	50%	75%	75%
2) Kids 2 College field trip to Texas A&M	100%	100%	100%
3) Provide opportunities for students to explore various career opportunities through an annual Career Day.	35%	100%	100%
4) Provide students and families with HB5 and its value to middle school.	45%	80%	100%
5) Provide students and families with additional opportunities to explore post secondary opportunities (College entrance info, Duke Tip, Advanced Academics)	40%	100%	100%
6) 5th Grade Field Trip to San Jacinto.	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
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.	100%	100%	100%
3) Administrators, Human Resources, and teacher leaders will have a consistent and comprehensive understanding of what constitutes a highly qualified staff member.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Each year all new teachers will receive a comprehensive introduction to Carter Lomax Middle School, Pasadena ISD, and the CLMS Community.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%
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.	100%	100%	100%
100% = Accomplished 0% = 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.	55%	85%	100%
2) Administrators and staff members will nominate teachers for monthly teacher recognition.	100%	100%	100%
3) Staff members will voluntarily participate in "fun days" and social activities to develop school climate relationships.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 4: The Lomax MERT 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 MERT crisis team. These faculty members are responsible for alerting all stakeholders involved in what is happening in triage situation.	100%	100%	100%
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.	100%	100%	100%

= Accomplished

= 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 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.	100%	100%	100%
2) The number of parent volunteers will increase by 5% from the prior school year.	35%	85%	85%
3) Parent Education will be held monthly beginning in September and ending in May	100%	100%	100%
4) Parents will be recruited to mentor through parent events, flyers, newsletters and the marquee. 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.	100%	100%	100%
5) Parents will be invited to student led conferences in September and January with the goal of 50% in attendance.	55%	100%	100%
6) Parents will have a Parent Resource Room, they can utilize room 2485. for volunteer and educational purposes.	75%	85%	100%

= Accomplished

= 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.	100%	100%	100%
2) In March, the SBDM will meet to review the parent involvement policy, parent compact, and parent calendar of events for the coming year.	100%	100%	100%
3) In August, Lomax Staff will recruit and encourage high parent involvement.	100%	100%	100%
4) Parent meetings will occur monthly throughout the year to inform parents on how to help their students succeed in school.	100%	100%	100%
5) A volunteer reception will be held at the last school family assembly to thank the volunteers for their time and support.	100%	100%	100%
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.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%
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.	100%	100%	100%
4) Parent literature will be sent out in English and Spanish and also made available in the office throughout the year.	80%	85%	100%
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.	40%	100%	100%
6) 10% of parents will attend muffins for mom/donuts with dads and moving with mom/dribbling with dad.	100%	100%	100%
7) 10% of grandparents will attend a grandparents week celebration in September.	100%	100%	100%
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.	100%	100%	100%
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.	100%	100%	100%
10) From November to February, GT and Advanced Performance students will be invited to participate in DUKE TIP program.	100%	100%	100%
11) 5% of the our parents will attend parent information meetings about Career Pathways, this will be provided one per semester.	100%	100%	100%

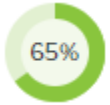
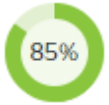
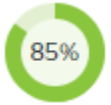
Strategy Description	Formative Reviews		
	Oct	Feb	June
12) The first semester, 5% of parents will attend a bully prevention information session on how to equip their child with strategies for dealing with conflict. (Held with science Family Night)	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 4: Increase community involvement during the 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.	45%	75%	80%
2) Expand learning opportunities for all students in school/community service through various student clubs.	100%	100%	100%
3) Recruit and retain community resources that provide campus incentives for student success.	35%	80%	95%
4) Maintain successful annual career day by recruiting speakers from the community.	100%	100%	100%
5) Continue STEM experiences for at-risk students through our community partnership with StarBase.	100%	100%	100%
100% = Accomplished 0% = 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, 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 SEL Lessons throughout the school year.			
= Accomplished = 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 1:1 devices to have students acquire technology skills.	100%	100%	100%
2) Teachers will be trained on how to use the various district provided technology to enhance instruction and data dissagregation.	100%	100%	100%
3) Teachers and students will use 1:1 student laptops to assimilate real world scenario's.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

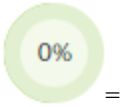
Performance Objective 2: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom through use of 1:1 initiative and SMART boards

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue to utilize technology in instruction, curriculum, and assessment.	100%	100%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: Carter Lomax will use Plan4Learning to complete the Campus Improvement Plan

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Plan4learning will be the technology used for our CIP	100%	100%	100%

= Accomplished



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Mae Smythe Elementary Performance Objectives 2018-2019

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	33%	70%	100%
2) Implement the district scope and sequence for all courses in grades Pk to 4	33%	70%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	66%	87%	100%
4) Integrate relevant literacy model for lesson design and delivery.	33%	82%	100%
5) Implement gradual release model for lesson design and delivery.	33%	70%	100%
6) Use standardized rubrics for measuring responses for all writing assignments and/ or assessments of all content areas.	33%	76%	100%
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in allignment with new state Science TEKS.	66%	83%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use on-line databases, ebooks, and other resources for specific TEKS.	66%	82%	100%
9) Provide staff development on utilization of on-line databases and resources.	66%	69%	100%
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.	66%	65%	100%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.	33%	51%	100%
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.	66%	71%	100%
13) Develop and provide research based instructional strategies and staff development plan for technology integration.	33%	66%	100%
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's	66%	64%	100%
100% = Accomplished 0% = 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.	66%	80%	100%
2) Provide staff with longitudinal data on the percentage of LEP student making progress towards English proficiency.	33%	79%	100%
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.	33%	71%	100%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	66%	75%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction.	66%	83%	100%
6) Use data disaggregation to drive instruction.	66%	80%	100%
7) Provide LEP Students with oportunities to improve their English language proficiency levels in order to assist with Academic Success	66%	82%	100%

= Accomplished

= 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	33%	62%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.	33%	72%	100%
3) Use grade and/or content specific grading rubrics	33%	81%	100%
4) Use district wide grade and / or content appropriate use of homework.	30%	100%	100%
5) Use district wide grade and / or content appropriate retest standards.	66%	74%	100%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	66%	78%	100%

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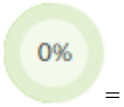

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Performance Objective 4: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.	33%	74%	100%
2) Provide staff development on differentiation/ scaffolding designed to meet the learning needs of every student.	33%	82%	100%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	33%	86%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	33%	82%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional administrative and support staff.	33%	79%	100%
6) Establish and support campus PLCs	0%	81%	100%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	66%	87%	100%
8) 8) Provide Conscious Discipline Staff Devolopment training to ensure we meet the needs of 21st century learner.	33%	75%	100%
100% = Accomplished 0% = 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.	33%	70%	100%
2) Provide information to teachers regarding special reading needs of dyslexia students.	66%	82%	100%
3) Identify students reading levels to monitor reading improvement and align reading materials to their instructional level.	66%	85%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Provide staff development about reading strategies.	66%	86%	100%
5) Provide library books and online resources to support all learning styles.	66%	88%	100%
100% = Accomplished 0% = 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.	66%	66%	100%
2) Participate in Texas Performance Standards Project.	66%	84%	100%
3) Students will be clustered and instructed by G/T Certified teachers.	66%	82%	100%
4) Implement G/T pullout program for identified students.	33%	78%	100%
100% = Accomplished 0% = 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.	66%	81%	100%
2) Ensure the implementation of 504 accommodations for eligible students.	66%	88%	100%
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	33%	72%	100%
4) Implement research-based programs designed to accelerate student learning.	66%	78%	100%
5) Provide additional and individual support to parents.	66%	85%	100%
100% = Accomplished 0% = 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. Provide paper and materials to work in classrooms	33%	72%	100%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	33%	87%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continum.	33%	80%	100%
4) Implement the ESL scope and sequence at all grade levels.	66%	83%	100%

100% = Accomplished 0% = 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.	66%	88%	100%
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	66%	83%	100%
3) Create a crisis management plan, including safety drills.	66%	82%	100%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	66%	85%	100%
5) Provide Gang Awareness training and Character Education programs.	66%	80%	100%
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.	66%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Provide staff development concerning abuse and reporting obligations.	66%	82%	100%

100% = Accomplished 0% = 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.	66%	80%	100%
2) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	66%	80%	100%
3) Administer Fitness gram and use reports to drive instruction.	66%	80%	100%
4) Provide Parent Education Opportunity for coordinated school health at each campus.	100%	100%	100%

100% = Accomplished 0% = 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.	66%	80%	100%
2) 2) Provide opportunities for students to explore various career opportunities through an annual Career Day and College Week.	66%	80%	100%

= Accomplished

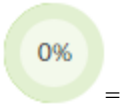
= No Progress

= 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.	66%	80%	100%
2) 2) Provide opportunities for students to explore various career opportunities through an annual Career Day and College Week.	66%	81%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished  = 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.	33%	80%	100%
2) Provide mentorship and staff development opportunities to new personnel.	66%	80%	100%
3)) Expand leadership and mentoring opportunities for all staff.	66%	80%	100%
4)) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	66%	80%	100%
5) New Teacher Academy	66%	80%	100%
6) Coaching for Staff	33%	80%	100%

100% = Accomplished 0% = 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.	66%	80%	100%
2) Provide parent education at all campuses on various topics.	66%	85%	100%
3)) Provide parent material and workshops regarding reading with children, online resources and ebooks. Provide take home readers	66%	80%	100%
4) Provide educational resources for parents on the school website.	100%	100%	100%
5) Provide instructional resources for parents to utilize at home with their child.	66%	80%	100%
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.	66%	74%	100%
7)) Provide information that can be utilized with students and parents in the interpretation of test results	66%	86%	100%
8) Provide opportunities for Families to participate in Social events on campus in order to build better conections and relationships between students, families and staff members	66%	80%	100%

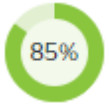
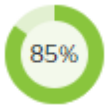
Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

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.	66%	76%	100%
2)) Promote student/parent/business involvement through volunteerism	66%	81%	100%
3) Promote service organizations for students in school Student Council, etc.)	100%	100%	100%
4)) Participate in the "See to Succeed" program	66%	71%	100%
5) Develop a staff development plan that provides differentiated levels of instructional, admistrative, and support staff.	66%	78%	100%
	100% = Accomplished	0% = 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			

Strategy Description	Formative Reviews		
	Oct	Feb	June
5)) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior	33%	82%	100%
6) Provide opportunities to attend Gang Awareness training and Character Education programs	66%	87%	100%
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.	66%	84%	100%
8)) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.	66%	86%	100%
9) Implement and age appropriate and vertically aligned guidance curriculum.	66%	85%	100%
100% = Accomplished 0% = 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.	66%	88%	95%
2) Establish protocols for safety procedures at field trips.	66%	80%	100%
3) Provide opportunities for employees to be trained in personal safety.	66%	82%	100%
100% = Accomplished 0% = 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.	66%	81%	100%
2) Provide support for student and staff participation in service learning opportunities	66%	87%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Matthys Elementary Performance Objectives 2018-2019

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.	33%	65%	100%
2) Implement the district scope and sequences for all courses in grades PK to 4.	33%	65%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	33%	65%	100%
4) Integrate relevant literacy skills across all content areas.	33%	65%	100%
5) Implement gradual release model for lesson design and delivery.	33%	65%	100%
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.	33%	65%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.	33%	65%	100%
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.	33%	65%	100%
9) Provide staff development on utilization of on-line databases and resources.	33%	65%	100%
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.	33%	70%	100%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.	33%	65%	100%
12) Implement research based strategies on a daily basis that promote a variety of learner engagement techniques.	33%	65%	100%
13) Develop and provide research based instructional strategies and staff development plan for technology integration.	33%	65%	100%
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.	100%	100%	100%

= Accomplished

= 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.	33%	65%	100%
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.	33%	100%	100%
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.	66%	100%	100%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	33%	100%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction.	33%	100%	100%
6) Use data disaggregation to drive instruction.	33%	70%	100%

100% = Accomplished 0% = 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.	66%	100%	100%

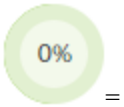
Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	66%	100%	100%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	66%	100%	100%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	66%	90%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for instructional, administrative and support staff.	66%	100%	100%
6) Establish and support campus PLCs.	66%	90%	100%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	66%	85%	100%

100% = Accomplished 0% = 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.	33%	70%	100%
2) Provide time and materials for purposeful reading during the school day.	100%	100%	100%
3) Continue and maximize the campus use of Accelerated Reading Instruction.	33%	65%	100%
4) Provide information to teachers regarding special reading needs of dyslexia students.	66%	90%	100%
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	66%	85%	100%
6) Provide staff development about reading strategies.	66%	85%	100%
7) Provide library books and online resources to support all learning styles.	100%	100%	100%

= Accomplished



= 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.	66%	90%	100%
2) Promote G/T Summer Exploration Camp opportunities.	0%	0%	100%
3) GT students will participate in Texas Performance Standards Project.	0%	50%	100%
4) Students will be clustered and instructed by G/T Certified teachers.	100%	100%	100%
5) Implement G/T Pullout program for identified students.	33%	70%	100%
6) Promote participation in the Duke Talent Search program in 4th grade.	0%	0%	100%

100% = Accomplished 0% = 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.	66%	90%	100%
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.	33%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Ensure the implementation of 504 accommodations for eligible students.	66%	80%	100%
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	66%	90%	100%
5) Implement research-based programs designed to accelerate student learning.	66%	85%	100%
6) Provide additional support to parents of at risk students.	33%	70%	100%
7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.	0%	0%	100%
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.	66%	85%	100%

100% = Accomplished 0% = 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.	66%	90%	100%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	66%	90%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.	66%	85%	100%
4) Implement the ESL scope and sequence in all grade levels.	66%	85%	100%
5) Create a Bilingual support committee to ensure vertical alignment of the bilingual program and share successful implementation of instructional practices.	100%	100%	100%
100% = Accomplished 0% = 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.	66%	85%	100%
2) Provide bullying and Conscious Discipline training opportunities for students and staff.	33%	70%	100%
3) Update and utilize crisis management plan, including safety drills.	66%	80%	100%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	66%	85%	100%
5) Provide Gang Awareness training and Character Education programs.	66%	100%	100%

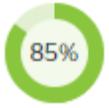
Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Utilize behavior specialists to provide intervention strategies and develop Behavior Intevention Plans for students with chronic disruptive behaviors.	33%	80%	100%
7) Provide staff development concerning abuse and reporting obligations.	100%	100%	100%
100% = Accomplished 0% = 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.	33%	80%	100%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	100%	100%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	33%	75%	100%
4) Administer Fitnessgram and use reports to drive instruction.	0%	50%	100%
5) Design campus calendar and master schedules to allow for campus based coordinated school health programs and activities.	66%	95%	100%
6) Provide parent education opportunities for coordinated school health.	33%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = 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 = 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.	33%	75%	80%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	66%	85%	100%

100% = Accomplished 0% = 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.	33%	70%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.	33%	75%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing academic or behavioral difficulties.	33%	70%	100%
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.	33%	75%	100%
5) Campus will follow district procedures regarding parental request for special education evaluation.	33%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	33%	75%	100%
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.	33%	80%	100%
8) Follow district policy to ensure students with disabilities have access to facilities.	33%	80%	100%
9) Provide supplies and training for all teachers working with students with disabilities.	33%	85%	100%
10) Include special education teachers in training given in the area of dyslexia and related disorders.	66%	85%	100%
11) Monitor the number of students with disabilities being served in least restrictive environments.	33%	80%	100%
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.	100%	100%	100%

= Accomplished

= 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.	33%	70%	100%
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom"	100%	100%	100%
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.	33%	80%	100%
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	100%	100%	100%

= Accomplished

= 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.	33%	65%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: Students will receive information and guidance introducing them to college and post-secondary possibilities.

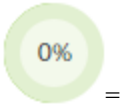
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Promote college exploration by promoting College Week and other campus based activities.	0%	55%	100%

100% = Accomplished 0% = 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.	33%	75%	100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	0%	55%	100%

= Accomplished



= 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.	66%	85%	100%
2) Provide mentorship and staff development opportunities to new personnel.	66%	80%	100%
3) Expand leadership and mentoring opportunities for all staff.	66%	85%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	66%	85%	100%

= Accomplished

= 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.	100%	100%	100%
2) Provide parent education on various topics.	33%	70%	100%
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	33%	80%	100%
4) Provide information on workshops for parents of students with dyslexia and related disorders ad well as instructional intervention.	33%	85%	100%
5) Provide parent workshops regarding reading with children, online resources and ebooks.	0%	65%	100%
6) Provide parents with information that can be utilized with students and parents in the interpretation of test results.	33%	35%	100%
7) Provide educational resources for parents on the campus website.	100%	100%	100%
8) Provide instructional resources for parents to utilize at home with their child.	100%	100%	100%
9) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies.	66%	80%	100%

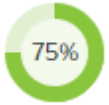
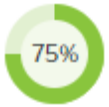
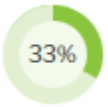
Strategy Description	Formative Reviews		
	Oct	Feb	June
10) Provide opportunities for parents to attend ESL classes.	33%	75%	100%
11) Provide parent participation in community education events.	33%	75%	100%
100% = Accomplished 0% = No Progress = Discontinue			

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.	33%	75%	100%
2) Promote student/parent/business involvement through volunteerism.	66%	90%	100%
3) Promote service organizations for students in school (Student Council, Safety Patrol etc.)	66%	100%	100%
4) Participate in the "See to Succeed" program.	66%	65%	100%
5) Participate in Project Saving Smiles and HCPHES Super Smiles Program.	0%	0%	100%
100% = Accomplished 0% = 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	33%	75%	100%
6) Provide training opportunities for Gang Awareness and Character Education programs.	33%	75%	100%
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.	100%	100%	100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.	66%	90%	100%
9) Implement age appropriate and vertically aligned guidance curriculum.	66%	90%	100%

100% = Accomplished 0% = 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.	66%	90%	100%
2) Provide training opportunities for all employees on: Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials.	100%	100%	100%
100% = Accomplished 0% = 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 team.	66%	90%	100%
2) Establish protocols for safety procedures for field trips.	100%	100%	100%
3) Provide opportunities for employees to be trained in personal safety.	66%	90%	100%
100% = Accomplished 0% = 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.	33%	70%	100%
2) Provide support for student and staff participation in service learning opportunities.	33%	80%	100%

100% = Accomplished 0% = No Progress = Discontinue

McMasters Elementary Performance Objectives 2018-2019

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.	60%	80%	100%
2) Implement the district scope and sequence for all courses in grade PK to 4th.	60%	80%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	50%	80%	100%
4) Integrate relevant literacy skills across all content areas.	50%	80%	100%
5) Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with new state science TEKS.	50%	70%	100%
6) Use on-line databases, eBooks, books, and other resources for specific TEKS.	70%	80%	100%
7) Provide staff development on utilization of on-line databases and resources.	38%	51%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	51%	80%	100%
9) Teachers will participate in curriculum committees to share successful implementation of research based instructional practices.	53%	80%	100%
10) Provide instructional materials and implement research based instructional strategies on a daily basis that promote a variety of learner engagement techniques.	50%	80%	100%
11) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.	90%	90%	100%
12) Small group instruction, paired reading, cooperative grouping and work stations will be implemented in each classroom.	95%	95%	100%
13) 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.	50%	90%	100%
100% = Accomplished 0% = 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.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.			100%
3) Provide staff development to teachers on the intervention and special education referral process.			100%
4) Use data disaggregation to drive instruction.			100%
5) Grade level Data PLCs will analyze common assessments and plan for reteach, enrichment or progression as needed.			100%
6) PLC meetings for fourth grade writing will focus on student progress towards mastering grade level SEs by reviewing formative and summative common assessment data including CBAs. Plans for reteach, intervention and enrichment will be made.			100%
7) Additional Targeted Support meetings utilizing the CIP protocol will be conducted every grading period for writing.			100%
100% = Accomplished 0% = 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.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			100%
3) Teachers will attend training opportunities for problem-solving and higher-level questioning/thinking skills needed to increase rigor.			100%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			100%
5) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			100%
100% = Accomplished 0% = 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.			100%
2) Provide time and materials for purposeful reading during the school day.			100%
3) Provide information to teachers regarding special reading needs of dyslexia students.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels.			100%
5) Provide staff development about effective reading strategies.			100%
6) Provide library books and on-line resources to support all learning styles.			100%
100% = Accomplished 0% = 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.			100%
2) Students will be clustered and instructed by G/T certified teachers.			100%
3) All students in K-4th will participate in G/T assessment through planned experiences.			100%
4) Identified G/T students will be invited to attend the G/T Summer Exploration Camp.			100%
5) Representatives from the G/T program will participate in the district G/T showcase.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Promote participation in the Duke Talent Search program in fourth grade.			100%

100% = Accomplished 0% = 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.			100%
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.			100%
3) Implement research-based programs designed to accelerate student learning.			100%
4) Ensure the implementation of 504 accommodations for eligible students.			100%
5) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			100%
6) Provide additional and individualized support to parents of at risk students.			100%
7) Provide opportunities for students to participate in the ACE after school program for academic support and enrichment.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.			100%
2) Provide opportunities for staff to attend ELL and ELPS training opportunities for all teachers.			100%
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.			100%
4) Collaboration will occur between bilingual and regular teachers.			100%
	100% = Accomplished	0% = 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.			100%
2) Provide mediation conflict resolution, bullying and Conscious Discipline training opportunities for students, staff and parents.			100%
3) Create a crisis management plan, including safety drills.			100%
4) Provide training and implement effective strategies through Safe and Civil Schools/CHAMPS to reduce inappropriate behavior.			100%
100% = Accomplished 0% = 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			100%
2) Establish a Campus Health Advisory Committee to develop and support coordinated school health goals and objectives.			100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			100%
4) Administer Fitnessgram and use reports to drive instruction.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide parent education opportunities for coordinated school health.			100%
6) Running Club will be offered for 3rd and 4th grade students.			100%
7) The Brighter Bites program will be implemented to help students and families have access to fresh fruits and vegetables.			100%

100% = Accomplished 0% = 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.			100%
2) Teachers will record grades that accurately communicate mastery or non mastery on specific student expectations.			100%
3) Teachers will use grade and/or content specific grading rubrics.			100%
4) Use district guidelines regarding the appropriate use of homework.			100%
5) Use district-wide grade and/or content appropriate standards.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			100%

100% = Accomplished 0% = 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.			100%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			100%

100% = Accomplished 0% = 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.			100%
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			100%
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.			100%
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.			100%
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.			100%
7) Campus will follow district policy to ensure students with disabilities have access to facilities.			100%
8) Campus will provide instructional materials and training for all teachers working with students with disabilities.			100%
9) Special Education teachers are included in training given in the area of dyslexia and related disorders.			100%
10) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.			100%
100% = Accomplished 0% = 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.			100%
2) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			100%
3) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			100%
100% = Accomplished 0% = 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.			100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: 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.			100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			100%

= Accomplished

= No Progress

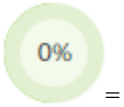
= Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: In the 2018-2019 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.			100%
2) Provide mentors and staff development opportunities to new personnel.			100%
3) Expand leadership and mentoring opportunities for all staff.			100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			100%

= Accomplished



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= 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.			100%
2) Provide parent education programs on various topics.			100%
3) Monthly school calendars will be sent home to inform parents of school events and will be available online.			100%
4) Implement Superintendent's Stay in School Project/District Attorney Partnership.			100%
5) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			100%
6) Provide instructional resources for parents on the campus website.			100%
7) Provide instructional resources for parents to utilize at home with their children.			100%
8) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title I information, and TAPR data.			100%
9) Parents will be given an opportunity to attend parent meetings and programs for the ACE program.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.			100%
2) Promote student/parent/business involvement through volunteerism.			100%
3) Promote service organizations for students in school (Patrol, School Helpers, etc.).			100%
4) Participate in the See to Succeed Program.			100%
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.			100%
	100% = Accomplished	0% = 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.			100%
2) Provide opportunities to attend behavior management trainings.			100%
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Team.			100%
4) Create campus safety crisis management plans, including safety drills.			100%
5) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			100%
6) Provide opportunities to attend Gang Awareness training and Character Education programs.			100%
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment.			100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			100%
9) Implement an age appropriate and vertically aligned guidance curriculum.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	= Accomplished = 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 = 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.			100%
2) Provide support for student and staff participation in service learning opportunities.			100%
	100% = Accomplished	0% = No Progress	= Discontinue

Meador Elementary Performance Objectives 2018-2019

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.	55%	91%	100%
2) Implement the district scope and sequence for all courses in grades PK-4.	99%	100%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	91%	91%	100%
4) Integrate relevant literacy skills across all content areas.	87%	77%	100%
5) Implement gradual release model for lesson design and delivery.	85%	88%	100%
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.	95%	94%	100%
7) Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with new state science TEKS.	50%	90%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.	56%	94%	100%
9) Provide staff development on utilization of on-line databases and resources.	85%	96%	100%
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.	79%	96%	100%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.	60%	89%	100%
12) Develop and provide research based instructional strategies and staff development plan for technology integration.	25%	81%	100%
13) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.	100%	100%	100%
14) Provide instructional materials and implement research based strategies, on a daily basis that promote a variety of learner engagement techniques.	100%	100%	100%
100% = Accomplished 0% = 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.	41%	81%	100%
2) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.	23%	72%	100%
3) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	94%	95%	100%
4) Provide staff development on data disaggregation and how the data will drive instruction.	78%	95%	100%
5) Use data disaggregation to drive instruction.	48%	97%	100%
100% = Accomplished 0% = 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.	82%	97%	100%
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	76%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	53%	97%	100%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	53%	93%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	39%	85%	100%
6) Establish and support campus PLCs.	49%	95%	100%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	33%	87%	100%
100% = Accomplished 0% = 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.	68%	99%	100%
2) Provide time and materials for purposeful reading during the school day.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide information to teachers regarding special reading needs of dyslexia students.	26%	93%	100%
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels.	77%	91%	100%
5) Provide staff development about reading strategies.	52%	96%	100%
6) Provide library books and on-line resources to support all learning styles.	28%	49%	100%

100% = Accomplished 0% = 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	27%	81%	100%
2) Promote G/T Summer Exploration Camp opportunities.	48%	69%	100%
3) G/T students will participate in the Texas Performance Standards Project.	34%	34%	100%
4) Students will be clustered and instructed by G/T certified teachers	92%	99%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Promote participation in the Duke Talent Search program in fourth grade	21%	53%	100%

100% = Accomplished 0% = 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.	36%	38%	100%
2) Ensure the implementation of 504 accommodations for eligible students.	34%	83%	100%
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	38%	95%	100%
4) Implement research-based programs designed to accelerate student learning	37%	67%	100%
5) Provide additional and individualized support to parents of at risk students.	48%	83%	100%
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade	10%	63%	100%
7) Provide staff development opportunities which offer effective instructional strategies, materials, and activities, for the at-risk learner.	45%	89%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Provide Intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.	14%	20%	100%

100% = Accomplished 0% = 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.	19%	24%	100%
2) Provide opportunities for staff to attend ELL and ELPS training opportunities for all teachers.	16%	45%	100%
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.	44%	70%	100%
4) Implement the ESL scope and sequence at all grade levels.	36%	92%	100%

100% = Accomplished 0% = 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.	51%	93%	100%
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students, staff and parents.	34%	91%	100%
3) Create a crisis management plan, including safety drill.	41%	96%	100%
4) Provide training and implement effective strategies through Safe and Civil Schools/CHAMPS/PBIS to reduce inappropriate behavior.	58%	92%	100%
5) Provide Gang Awareness training and Character Education programs.	26%	95%	100%
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.	34%	80%	100%
7) Provide staff development concerning abuse and reporting obligations.	62%	88%	100%
100% = Accomplished 0% = 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.	45%	94%	100%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	54%	91%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiates on a yearly basis.	65%	89%	100%
4) Administer Fitnessgram and use reports to drive instruction.	21%	80%	100%
5) Provide parent education opportunities for coordinated school health.	14%	81%	100%

100% = Accomplished 0% = 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.	44%	74%	100%
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.	34%	87%	100%
3) Use grades and/or content specific grading rubrics.	30%	90%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Use district guidelines regarding the appropriate use of homework.	66%	94%	100%
5) Use district-wide grade and/or content appropriate standards	86%	98%	100%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	47%	100%	100%
100% = Accomplished 0% = 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 atttendance problems.	62%	95%	100%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	51%	95%	100%
100% = Accomplished 0% = 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.	45%	88%	100%
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.	77%	95%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	70%	100%	100%
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.	77%	100%	100%
5) Campus will follow district procedures regarding parental request for special education evaluation.	100%	100%	100%
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	76%	100%	100%
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.	95%	100%	100%
8) Campus will follow district policy to ensure students with disabilities have access to facilities.	84%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.	85%	100%	100%
10) Special Education teachers are included in training given in the area of dyslexia and related disorders	74%	93%	100%
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.	67%	92%	100%
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.	32%	90%	100%

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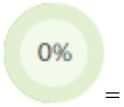

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Performance Objective 13: During the current school year, students and teachers access to technology will increase according to the District Technology Plan

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the istation assessments that are required.	30%	100%	100%
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".	55%	100%	100%
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.	60%	91%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	60%	100%	100%

= Accomplished

= 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.	66%	88%	100%
2) 2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	97%	100%	100%

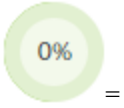
= Accomplished

= 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.	52%	100%	100%
2) Establish higher education promotion campaigns.	35%	78%	100%

= Accomplished


= 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.	48%	82%	100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day/High School Endorsement Awareness	43%	94%	100%

= Accomplished

= 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.	51%	100%	100%
2) Provide mentorship and staff development opportunities to new personnel.	47%	99%	100%
3) Expand leadership and mentoring opportunities for all staff.	84%	97%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	34%	84%	100%

= Accomplished

= 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.	56%	91%	100%
2) Provide parent education programs on various topics.	88%	98%	100%
3) Implement Superintendent's Stay in School Project/District Attorney Partnership	22%	61%	100%
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	52%	81%	100%
5) Provide parent workshops regarding reading with children, on-line resources, and eBooks.	39%	86%	100%
6) Provide instructional resources for parents on the campus website.	91%	95%	100%
7) Provide instructional resources for parents to utilize at home with their children.	54%	98%	100%
8) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data.	59%	99%	100%
9) Provide information that can be utilized with students and parents in the interpretation of test results.	58%	99%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.	55%	78%	100%
2) Promote student/parent/business involvement through volunteerism.	43%	63%	100%
3) Promote service organizations for students in school (Patrol, School Helpers, etc.)	36%	98%	100%
4) Participate in the See to Succeed program	11%	100%	100%
5) Implement Campus Spotlight and/or awards for exceptional service (i.e. teacher of the Year, Paraprofessional of the Year, Volunteers...)	41%	88%	100%
	100% = Accomplished	0% = 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.	100%	100%	100%
2) 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).	54%	95%	100%
3) Create campus safety crisis management plans, including safety drills	84%	100%	100%
4) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.	55%	93%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide opportunities to attend Gang Awareness training and Character Education programs.	88%	100%	100%
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 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.	98%	100%	100%
7) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors	32%	93%	100%
8) Implement an age appropriate and vertically aligned guidance curriculum.	68%	93%	100%
100% = Accomplished 0% = 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.	87%	100%	100%
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	100%	100%	100%
100% = Accomplished 0% = 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.	84%	100%	100%
2) Establish protocols for safety procedures at field trips.	100%	100%	100%
3) Provide opportunities for employees to be trained in personal safety.	100%	100%	100%
4) Anti-victimization Lessons for Kindergarten students	26%	59%	100%
100% = Accomplished 0% = 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.	51%	86%	100%
2) Provide support for student and staff participation in service learning opportunities.	58%	100%	100%

= Accomplished

= No Progress

= Discontinue

Melillo Middle School Performance Objectives 2018-2019

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.	100%	100%	100%
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.	66%	93%	100%
3) Teachers will meet by departments on a weekly basis to discuss best teaching practices for the SE's that are currently being taught.	100%	100%	100%
4) Teachers will utilize station activities, various grouping techniques, such as small group instruction, literacy groups and consistent use of organizing tools (i.e. Thinking Maps) and other resources such as technology.	66%	70%	90%
5) Teachers will use a variety of literature (books) selected by the district and campus staff to teach Reading SE's.	33%	86%	100%

= Accomplished

= 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.	33%	65%	100%
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".	33%	85%	100%

100% = Accomplished 0% = 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.	33%	40%	75%
2) Cafeteria staff and nurse will post nutritional information to inform students, staff, and parents.	33%	70%	100%
3) Coordinated School Health Committee will provide on-going staff development to increase awareness of the components of the CSH Program.	33%	60%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
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.	100%	100%	100%
3) Campus will follow district procedures regarding parental request for special education evaluation.	100%	100%	100%
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.	66%	100%	100%
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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Campus will follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%
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.	100%	100%	100%

100% = Accomplished 0% = 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.	66%	80%	100%
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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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. Additional Targeted Support will be given for Whites and Two or More Races subgroups. These two groups did not meet Federal guidelines.	33%	75%	100%
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.	33%	50%	90%
5) All students learn at a different pace and in a variety of ways. For those students that choose to not want to learn in the more traditional manner, they have the option to learn through the Connect Program, a personalized learning platform.	66%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: Melillo will foster an environment that is family oriented and safe for all stakeholders.

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	33%	50%	85%
2) Melillo MS teachers will utilize CHAMPS in the classroom	66%	70%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Melillo MS will implement Conscious Discipline across the campus.	33%	60%	75%
4) Melillo MS will utilize AVID School-wide strategies to develop a supportive, collaborative community.	66%	100%	100%
5) A Parent/Teacher/Student Compact has been developed and shared with students, teachers, and parents. The parents are given the opportunity to review the compact and make suggestions to make it more effective. After it has been reviewed, then the compact is shared and signed by all stakeholders.	0%	85%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) The Counselors will provide Guidance lessons to students and parents.	66%	90%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
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.	33%	100%	100%
3) Teachers will be trained in AVID Instructional Strategies to improve college readiness skills.	33%	100%	100%
4) Students will utilize AVID strategies to develop a better understanding of content and collaborate with other students.	33%	90%	100%

= Accomplished

= 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.	33%	100%	100%
2) Faculty/Staff/Students will wear shirts/jerseys that represent their favorite college.	66%	90%	100%
3) Individual classrooms will compete against each other in a college door decorating contest.	0%	100%	100%
4) Melillo's sixth grade Social Studies teachers will provide direct instruction on the curriculum named Kids2College.	0%	25%	100%
5) Melillo's sixth graders will visit a college/university campus and participate in various activities developed by the college/university.	0%	10%	100%

100% = Accomplished 0% = 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.	33%	85%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Melillo will focus on different colleges/universities each month and play the Fight Songs during transition time.	0%	65%	100%
3) The monthly newsletter will have a section specific for college awareness and preparedness.	66%	95%	100%

100% = Accomplished 0% = 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.	100%	100%	100%

= Accomplished

= 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.	100%	100%	100%
2) All teachers can request a PF/Coach to assist them with concerns over curriculum, teaching methods, classroom management, etc.	66%	80%	100%
3) Faculty/Staff will be given the opportunity to attend Professional Development in the district throughout the year.	100%	100%	100%

= Accomplished

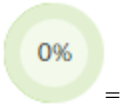
= No Progress

= 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.	100%	100%	100%
2) We will provide a variety of workshops to parents based on needs of the parents and school. Parents will be surveyed to determine what is the best time and day for parent meetings/workshops.	33%	75%	100%
3) Counselors will attend trainings that will provide new ideas on how to increase parent involvement.	66%	85%	100%
4) Staff members will attend Conscious Discipline Trainings in an effort to improve relationships with students, parents and staff.	66%	80%	100%
5) Melillo MS will host various family engagement activities in the evenings.	66%	85%	100%
6) Surveys and requests for volunteers are sent throughout the year.	66%	85%	100%

= Accomplished


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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.	33%	60%	85%
2) Students will visit a local university through the Kids2College program.	0%	0%	100%
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.	33%	100%	100%
4) To maintain student attendance rates above 97%, Melillo MS uses incentive programs on campus.	33%	70%	100%
5) Melillo will seek partnerships with local businesses for additional support in maintaining the Outdoor Learning Center.	33%	90%	100%

100% = Accomplished 0% = 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.	33%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Melillo MS will encourage students, staff, and family members to attend various local events hosted by charities and organizations.	33%	90%	100%

= Accomplished

= 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.	33%	80%	100%
2) Additional equipment, such as slates, ActivExpressions, ActiVotes, etc. will be available to teachers to actively engage students.	33%	75%	100%
3) Work orders for faulty equipment will be submitted in a timely manner.	66%	75%	100%
4) Melillo MS will utilize the Plan4Learning Software to maintain the Campus Improvement Plan.	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Memorial High School Performance Objectives 2018-2019

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.

Next Year's Recommendation 1: Teacher's meet on a regular basis with specialists during PLC.

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.	20%	100%	100%
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.	20%	20%	100%
3) All teachers will participate in staff development opportunities, data disaggregation and school district initiatives.	20%	20%	100%
4) Implement strategies to ensure the vertical and horizontal instructional alignment across all curriculum areas and adherence to the district scope and sequence.	20%	20%	100%
5) Provide regular access to technology for all students for the purpose of conducting research and to complete assignments needing technological support.	100%	100%	100%
6) Provide direct instruction in language acquisition to ELL students through a variety of instructional strategies. (SG-R-ELL)	30%	30%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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, SG-Grad-SPED)	30%	30%	100%
8) Provide training and necessary foreign language materials for all teachers working with ELL students (T3). (SG-R-ELL)	30%	30%	100%
9) Recruit highly qualified teachers for all content area subjects by attending job fairs and making college campus visits.	30%	30%	100%
10) Provide instructional leadership training and networking resources to the administrative staff through conferences and membership in TASSP, ASCD, and other professional organizations (SCE).	30%	25%	100%

= Accomplished

= 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) Continue implementation of a variety of research-based writing strategies.	30%	35%	100%
2) 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.	30%	30%	100%
3) Require students to record the number of pages read and keep track of the totals each six weeks in the Reading Tracker.	30%	35%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Provide graduation cords for students who have reached the annual goal of 3,000 pages at the end of each academic year.	0%	20%	100%
5) 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.	30%	25%	100%
6) Provide implementation support of a variety of instructional strategies that focus on student engagement.	30%	30%	100%
7) Provide the intervention necessary for those students who need support in the acquisition and maintenance of literacy skills.	30%	30%	100%

100% = Accomplished 0% = 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. (SG-Grad-AA, SG-Grad-SPED)	30%	35%	100%
2) Provide extended day services for students not mastering any EOC two weeks prior to each re-test administration.	30%	35%	100%
3) Provide all students after school EOC preparation opportunities. (SG-Read-ELL, SG-Read-SPED)	30%	30%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Provide a tutorial bus to leave campus at 4:30pm Wednesday for students who would not otherwise be able to stay after school because of transportation issues.	30%	30%	100%
5) Utilize MavTime for tutoring, enrichment, and intervention opportunities based on mastery of essential standards. (SG-Grad-AA, SG-Grad-SPED)	30%	30%	100%

= Accomplished

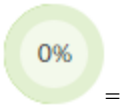
= No Progress

= 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.	0%	20%	100%
2) Provide review and study sessions prior to the AP tests administered in May.	0%	25%	100%
3) Utilize the resources and personnel in the AVID program, counseling office, and teachers to encourage enrollment in Pre-AP and AP courses.	0%	20%	100%
4) Use AP indicators from PSAT data to encourage enrollment in advanced placement courses and/or dual credit.	0%	20%	100%
5) Utilize appropriate intervention process prior to "leveling down" from an AP or pre-AP course.	30%	35%	100%

= Accomplished



= No Progress

= Discontinue

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

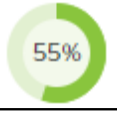
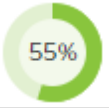
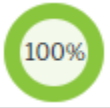
Performance Objective 1: PMHS attendance rate will increase to 96% or above for all students.

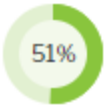
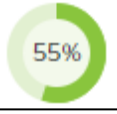
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Collect and analyze daily attendance reports to monitor student school attendance.	30%	30%	85%
2) Conduct attendance reconciliation in order to maintain accurate attendance records.	50%	45%	100%
3) Maintain accurate records regarding truancy issues in regard to students.	30%	30%	100%
4) Truancy laws will be followed and documentation will be completed by administrators and used as documentation for court cases.	30%	35%	100%
5) Teachers will maintain hard copy attendance rosters to recognize attendance concerns for individual students.	30%	30%	100%

100% = Accomplished 0% = No Progress = Discontinue

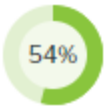
Performance Objective 2: PMHS will work with the district special education specialists and special programs to ensure that all needs of each student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) SIOP instructional strategies implemented in all core academic classes [T3]. (SG-R-ELL)	30%	35%	100%
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)	30%	35%	100%
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)	30%	35%	100%
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)	30%	35%	100%
5) The SIOP classrooms will provide an opportunity for more one-on-one teacher attention and academic intervention. [SCE, T3] (SG-R-ELL)	30%	35%	100%
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].	30%	30%	100%
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. (SG-Grad-SPED, SG-Read-SPED, SG-Bio-SPED, SG-Alg-SPED)	30%	40%	100%
8) Special Ed students will be scheduled into regular education and support facilitation classrooms to provide optimal learning environments. (SG-R-SE) (SG-B-SE) (SG-ALG1-SE) (SG-Grad-SE)	50%	55%	100%
9) Special Education case managers will actively monitor student success gathering current and relevant data each three weeks. (SG-Grad-SPED, SG-Read-SPED, SG-Bio-SPED, SG-Alg-SPED)	50%	55%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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, Administrators 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
17) The overall IAT process will be explained to the parent and the IAT should schedule a meeting to consider the parent request.	50%	45%	100%
18) During the IAT meeting, the student's academic and behavior performance should be reviewed.	50%	50%	100%
19) If the IAT determines that an evaluation for special education is recommended, the evaluation specialist should begin the referral process.	50%	50%	100%
20) If the IAT determines that an evaluation is not warranted, the campus principal and Executive Director of Special Education shall be notified.	50%	50%	100%
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.	50%	55%	100%
22) Parent request for child receiving services: A staffing should include the 504 chair, Evaluation Specialist, teacher, and other appropriate staff members.	50%	50%	100%
23) During the staffing, the student's academic and behavior performance shall be reviewed.	50%	45%	100%
24) If the staffing team determines that an evaluation for special ed is recommended, the Evaluation Specialist will begin the referral process.	50%	50%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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-Read-SPED, SG-Bio-SPED, SG-Alg-SPED)			
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-Read-SPED, SG-Bio-SPED, SG-Alg-SPED)			
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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	50%	50%	100%
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, SG-G-AA)	53%	55%	100%
33) Monitoring of at-risk students: Students will be coded at-risk according to the state criteria.	57%	50%	100%
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.	52%	50%	100%
35) At-risk students will be encouraged to join PMHS clubs and organizations.	56%	55%	100%
36) School nurse will provide Pregnancy Related Services (PRS) including counseling, access to resources, Homebound services, and emergency care plan for teachers.	54%	60%	100%
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.	56%	55%	100%
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-SPED, SG-R-ELL, SG-Bio-SPED, SG-ALG-SPED, SG-Grad-AA, SG-Grad-SPED)	49%	55%	100%
39) The CLT will meet once per six weeks to monitor student progress and implementation of interventions. (SG-R-SE, SG-R-ELL, SG-Bio-SPED, SG-Alg-SPED)	29%	30%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.	100%	100%	100%
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.	25%	25%	100%
3) PMHS will work directly with Community Evening School to provide flexible learning opportunities for students.	22%	20%	100%
	100% = Accomplished	0% = 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.	32%	35%	100%
2) The focus on college entrance exams will begin in all 9th, 10th and 11th grade classrooms in addition to senior classrooms.	25%	25%	100%
3) AVID personnel will continue their support and focus on providing learning opportunities to all students to encourage college preparation through the Early College High School.	25%	25%	100%
4) All 9th, 10th and 11th grade students will take the PSAT.	100%	100%	100%
5) Partnership with the San Jacinto College shared planner will continue to guide students with college and career planning.	21%	25%	100%
6) SAT, TSIA, and PSAT prep sessions will be provided to students at minimal cost on campus.	27%	25%	100%
7) Colleges and universities will be invited to visit with students during lunch to provide application information.	33%	35%	100%
8) Students will be given opportunities to visit colleges through College Now.	34%	35%	100%

100% = Accomplished 0% = 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.	28%	30%	100%
2) Every student will participate in "Class Talks" presented by College Now coordinator and counselors. Topics will include information regarding career exploration and readiness.	26%	30%	100%
3) Military recruiters will be welcomed to the campus to visit with students regarding military career opportunities.	27%	25%	100%
4) Special Education students will participate in a transition fair which will provide them with information about post-high school careers. (SG-G-SE)	23%	25%	100%

100% = Accomplished 0% = 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.	29%	35%	100%
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.	29%	30%	100%

= Accomplished

= 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.

Next Year's Recommendation 2: Include EOY teacher survey.

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.	22%	25%	100%
2) We will develop high quality first year-teachers through a mentoring program.	22%	20%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) We will develop high-quality veteran teachers who are new to our campus through a "buddy" program.	52%	50%	100%
4) We will utilize state compensatory funds to employee highly qualified staff in the content areas, as well as support positions and content specialists.	20%	25%	100%

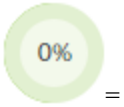
100% = Accomplished 0% = No Progress = Discontinue

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?	26%	25%	100%
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.	26%	25%	100%
3) The administrative staff will give frequent public recognition to teachers who regularly provide rigorous, relevant instruction to our students.	50%	50%	100%
4) Teacher leaders will attend training and participate in external and internal instructional rounds.	29%	30%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June

= Accomplished



= 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.	23%	20%	100%
2) Teach appropriate student behaviors through interventions such as counseling, individual student conferences, guest speakers/presentations, and parental involvement.	30%	35%	100%
3) Educate students, teachers, parents and administrators about violence prevention and intervention through a concentrated focus on bullying, conflict resolution, suicide prevention and harassment.	28%	30%	100%
4) Be proactive by identifying potential problems before they escalate by reviewing data and actively monitoring behavior in the classrooms, hallways, and common areas.	28%	30%	100%
5) Students will wear school-issued ID badges at all times during the school day.	28%	35%	100%
6) Maintain the tardy sweep program.	28%	25%	100%
7) Collect and analyze data from surveys distributed to students, parents, and teachers regarding the satisfaction of services provided by PMHS.	28%	30%	100%
8) Involve parents by holding regular booster club meetings, parent informational meetings, and Open House nights.	28%	30%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Build community support by involving students and parents in grades K-8 in high school activities.	28%	35%	100%
10) Conduct home visits to students who are disengaged and exhibiting at-risk behaviors.	28%	35%	100%
11) Communicate regularly with parents and community by utilizing the district call-out system, "Remind," the school website, the marquee, social media and regular mailouts.	28%	35%	100%
12) Utilize the College Now Coordinator to provide additional support for student interest in college and career opportunities.	28%	30%	100%
13) Utilize the AVID teacher to provide additional academic support for at-risk students enrolled in the AVID class.	28%	30%	100%

100% = Accomplished 0% = 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.	28%	35%	100%
2) Teachers will monitor student attendance rates in the classroom and report any irregularities to the administration and attendance office.	28%	30%	100%
3) Collaborate and communicate with the District Attorney and the truancy court judges to ensure parent and student compliance with state attendance laws.	34%	40%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Continue automated call-out phone system to ensure all parents receive notification of student absences.	33%	40%	100%
5) Provide Saturday make-up sessions and/or tutorials for students who have not met the 90% attendance requirement rule for credit purposes.	33%	40%	100%
6) Continue utilizing attendance committee for the purpose of reviewing the petitions for credit for those students who have extenuating circumstances.	31%	35%	100%
7) Teachers will maintain a tutoring log to accurately account for make-up time.	31%	35%	100%
100% = Accomplished 0% = 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.	27%	30%	30%
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).	27%	30%	100%
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.	27%	30%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Leadership skills will be taught and nurtured through coordinated community service projects and business partnerships.	27%	25%	100%
5) Cooperative learning strategies will be implemented in all classrooms in order to promote positive student interactions.	27%	30%	100%
6) Student participation in clubs, organizations, and extra-curricular activities will be encouraged and monitored.	27%	25%	100%
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.	27%	30%	100%
8) Students will be represented by their peers on the Superintendent's Advisory Board, and the Principal's Advisory Board.	27%	30%	100%
9) Students will visit college campuses, attend college admission presentations, and be provided with information regarding college scholarship opportunities.	27%	30%	100%
10) Students will explore college admissions requirements with the help of the AVID program, Early College High School and College Now Coordinator.	27%	25%	100%
11) Students will participate in class officer elections, student council elections, homecoming and other student leader activities.	27%	30%	100%
12) Students will be encouraged to participate in academic, athletic, and fine arts UIL activities.	27%	25%	100%

= Accomplished

= 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.	35%	45%	100%
2) Students will be recognized at the Pasadena Rotary and Noon Optimist each month.	35%	40%	100%
3) Students will be required to participate in 25 hours of community service each year to earn a cord for graduation.	26%	35%	100%

= Accomplished

= 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.	26%	35%	100%
2) PMHS students will participate in community projects such as the Rodeo Parade, Breast Cancer awareness, Strawberry Festival, Texas Invitational Basketball Tournament, Race for the Cure, Walk for Sight, Autism Walk, and Relay for Life.	23%	45%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	31%	40%	100%

= Accomplished

= 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.	31%	30%	100%
2) Infrastructure to allow wireless capabilities will be maintained and working across the campus to support 1:1.	31%	30%	100%
3) Students will be allowed to use their personal telecommunications devices in classrooms for educational purposes at the teacher's discretion.	31%	25%	100%
4) Teachers will detail use of technology in their lesson plans and facilitate student use.	31%	25%	100%
5) Students have access to the Edgenuity credit and grade recovery program.	31%	25%	100%
6) All students will be issued a tablet as part of the district's 1:1 initiative.	31%	30%	100%
7) District 1:1 technicians will provide support to students when repairs or replacements are needed on devices.	31%	25%	100%
8) The campus technology committee will regularly evaluate success of 1:1 initiative implementation and will design a discipline policy for devices.	31%	20%	100%

= Accomplished

= 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.	31%	25%	100%
2) PMHS Teachers will be encouraged to take E-courses and Webinars that will provide enrichment activities that incorporate technology into their classroom instruction.	31%	30%	100%
3) Campus Content Specialist for Instructional Technology will work with PLCs to incorporate technology into lessons and offer trainings to encourage incorporating technology.	31%	30%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Miller Intermediate Performance Objectives 2018-2019

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 successfully work in collaborative teams using the PLC process to meet the individual needs of every student.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teacher teams will answer the four essential questions for each lesson plan unit: 1. What do we want students to know? 2. How will we know they got it? 3. What do we do if they don't get it? 4. What do we do if they already know it?	66%	75%	80%
2) Teacher teams will establish and abide by norms for the following: 1. Team Meetings 2. Lesson Planning Protocol 3. Data Disaggregation Protocol 4. Text-Coding Protocol	66%	65%	75%

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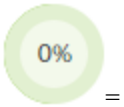

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Performance Objective 2: We will collaboratively work as a campus to develop and successfully implement a tiered RTI process that includes universal screenings, diagnostic assessments, and leveled support for all students. (See Miller RTI Pyramid)

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will use the following universal screenings and diagnostic assessments to identify which students are on track and those in need of intervention: 1. Common Assessments 2. CBA exams 3. Lexile Testing	66%	50%	55%
2) We will develop and implement school-wide RTI supports for each of the following levels: Tier 1- Core Program (All students have access) Tier 2- Supplemental Program (Certain students have access) Tier 3- Intensive Program (Certain students have access)	33%	50%	55%
3) We will develop and implement teacher team RTI supports for each of the following levels: Tier 1- Core Program (All students have access) Tier 2- Supplemental Program (Certain students have access) Tier 3- Intensive Program (Certain students have access)	33%	50%	50%
4) Students in need of math and/or literacy remediation will participate in Think Through Math (Math) and/or LLI/Saddlebook (Literacy).	66%	65%	60%
5) Provide dictionaries, thesauri, and other instructional resources for classroom instruction as well as state, district and campus-mandated testing.	33%	60%	60%

100% = Accomplished 0% = No Progress = Discontinue

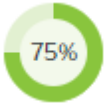
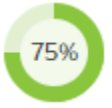
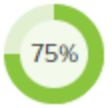
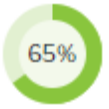
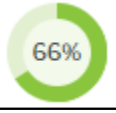
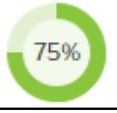
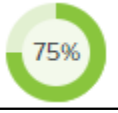
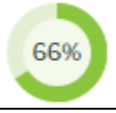
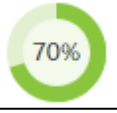
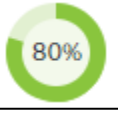
Performance Objective 3: By June 2018, we will pull out of five of the eight 2017 state safeguard areas. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will pre-plan real-time interventions for all students, including special education and LEP students in safeguard populations, to maximize the amount of students who master the TEK during initial instruction.	66%	60%	35%
2) Students who have yet to demonstrate TEK mastery will receive academic interventions including, but not limited to PIE time, mandatory tutorials, flex grouping, and extended day.	66%	60%	60%
3) Teachers will differentiate instruction and materials for LEP students based on their TELPAS levels for reading, writing, speaking, and listening.	33%	35%	60%
4) Recent immigrant students will use Rosetta Stone during pull outs in addition to class time.	66%	65%	80%
5) Teachers will use Stemscopes software to support students in instruction, reteach, and independent practice.	66%	60%	70%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: 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.	66%	70%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = 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: By June 2018, 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.	66%	70%	75%
2) Lessons will be provided during homeroom that support college and career readiness for all students.	66%	75%	80%
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.	100%	100%	100%
4) Train selected teachers on AVID strategies to promote college-ready academic behaviors.	66%	65%	85%
5) Promote college readiness and participate in college week with daily activities.	15%	35%	60%
6) Students will participate in a College Night with various session topics including CTHS, ECHS, meet with college representatives, and participate in a Q&A session with local high school students regarding how to prepare for college.	66%	70%	75%
7) Students will have opportunities to participate in college field trips.	66%	70%	100%
8) Students will participate in individual planning sessions with the counselor regarding the career program of study.	66%	75%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) All eighth graders will attend an Early College High School presentation to learn about options for taking college courses and earning an associates degree with their high school diploma.	100%	100%	100%

= Accomplished

= No Progress

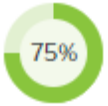
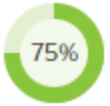
= Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Miller Intermediate 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.			
2) All teachers will participate in staff development opportunities, data dis-aggregation, and school district initiatives.			
= Accomplished = No Progress = Discontinue			

Performance Objective 2: 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Recognize and celebrate faculty/staff achievements/contributions through Shout Outs in the Flight Plan, Teacher of the Week, Teacher of the Year, New Teacher of the Year, and Paraprofessional of the Year.	66%	75%	85%

= Accomplished

= No Progress

= Discontinue

Performance Objective 3: Hire staff and train them to meet the academic, social, emotional, and behavioral needs of learners.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Team leads will be trained in the RTI process.	33%	50%	70%
2) All faculty and staff will be trained in Youth Mental Health First Aid.	66%	65%	70%
3) The principal, assistant principals, and counselors will complete the necessary training to become a Level 1 Trauma Certified Practitioner- Education.	60%	70%	65%
4) All faculty and staff will attend training in Trauma Informed Care.	66%	60%	75%
5) Core teams will be trained in writing effective language objectives.	33%	55%	95%
6) Science teachers will attend Conference for the Advancement of Science Teaching (CAST).	100%	90%	90%
7) All faculty and staff will be trained in the campus PBIS system regarding school-wide procedures and classroom expectations.	66%	70%	90%

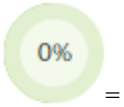
Strategy Description	Formative Reviews		
	Oct	Feb	June
8) All faculty and staff will be trained using the Miller SPED Guidebook to ensure teachers can effectively carry out their responsibilities as they relate to meeting the needs of SPED students.	66%	75%	80%
9) Instructional aides will receive training regarding their responsibilities for providing appropriate instructional support and collecting necessary data for SPED and LEP students.	66%	70%	80%
10) Teachers will attend technology professional development to learn additional strategies for blended learning, flipped learning, and video teaching.	66%	70%	80%
11) Faculty and staff will be trained on bullying to prepare them to recognize the behavior and address it.	33%	65%	85%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 4: Hire and retain staff trained to work with at risk students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Miller will hire teachers for the dual language program.	100%	55%	75%
2) Miller will hire Title 1 instructional aides to provide student support in the classroom.	100%	100%	100%
3) Miller will hire peer facilitators to provide at risk student support.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June

= Accomplished



= 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, 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, Report Card Nights, and dances.	66%	80%	90%
2) Offer parent education classes including multiple nutrition classes, gang awareness, internet safety, finance.	66%	75%	85%

= Accomplished

= 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.	66%	80%	85%
2) Use Twitter, Facebook, Remind, and the phone call out system to communicate important dates and events at least twice each month.	66%	70%	80%
3) Increase participation in the Parent Ambassador group with parent volunteers to support school efforts to involve other parents on campus.	33%	60%	85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 3: By May 2019, 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

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Maintain sigh in sheets for volunteer opportunities that are provided to parents throughout the year.	33%	65%	85%
	100% = Accomplished	0% = No Progress	= Discontinue

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 college readiness, and health and wellness.	66%	60%	85%
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 5: 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.	33%	50%	60%
2) Miller will participate in the HOSTS program through which local high school students volunteer in classrooms to provide student support.	33%	50%	85%
3) Create a Community Outreach Team to actively seek out partnerships in the community.	33%	55%	85%

= Accomplished

= 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 decrease the amount of discipline referrals through our school-wide PBIS system.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will use a leveled discipline system to address behavior issues on campus. Levels are as follows: Level 1- Mild Infractions (teacher corrected) Level 2- Moderate Infractions (student remains in class, referral placed in AP box) Level 3- Severe Infractions (student removed from area)	66%	90%	100%
2) Teachers will have develop and implement a classroom management plan with expectations for behavior and consequences in accordance with school-wide policy. The plan will also include maintaining documentation in a discipline binder.	66%	70%	80%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: All students will know and abide by our PRIDE values (Guidelines for Success.)

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will participate in the following PRIDE value activities: 1. Back to School lessons in HR 2. Mini-lesson updates 3. PRIDE pep rallies	66%	80%	90%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Faculty and staff will recognize students for modeling PRIDE values through the following: 1. Falcon Shout Outs 2. Phone calls home 3. Miller Money incentive	66%	80%	90%
3) Behavior expectations for common areas will be taught and posted in common areas in the context of our Guidelines for Success.	66%	75%	85%

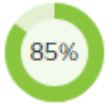
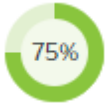
100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: By June of 2018, we will become a trauma-informed school.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will participate in various social emotional lessons throughout the year based on the Casel model competencies including self-awareness, self management, social awareness, relationship skills, and responsible decision making.	66%	80%	95%
2) Students will participate in small group counseling sessions based on various social/emotional learning (SEL) topics	66%	85%	85%
3) We will employ a Community In Schools site coordinator to provide various services including academic support, enrichment activities, college readiness, parent involvement, health and human services, and supportive guidance.	66%	70%	85%
4) Students will use an Action Based learning Lab for initial instruction as well as some for Tier 2 and Tier 3 behavior interventions.	66%	75%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = No Progress = Discontinue			

Performance Objective 4: We will increase our campus attendance rate to at least 96.5% for the 2017-18 school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Miller will implement a leveled approach to attendance with the following tiers: Tier 1: Universal Plan for students missing between 2-8% of school Tier 2: At-Risk Plan for students missing between 9-20% of school Tier 3: Plan for students who are chronically absent missing more than 20% of school *All tiers will include a family/community component			
2) The following areas will be targeted by tier to reduce absenteeism: -Monitoring Data -Engaging students and parents -Recognizing good and improved attendance -Personalized early outreach			
3) Miller will implement a Truancy Prevention Policy which includes the following: -Warning Letters -Parent Contact -Attendance Contracts -Counseling Conferences -Truancy Referrals			
= Accomplished = No Progress = Discontinue			

Performance Objective 5: By June 2018, there will be a reduction in the reported incidents of bullying as a result of Miller's Bully Prevention

Campaign.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Counselors will provide student lessons over topics including bullying vs. conflict, cyber-bullying, and how to report bullying.	66%	80%	90%
2) Teachers, counselors, principals and parents will communicate to effectively address bullying concerns.	66%	80%	90%
3) We will bring in speakers and have presentations such as the "Change Happens" group to speak with students about Bully Prevention.	66%	80%	95%

= Accomplished

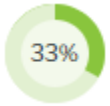
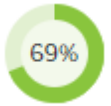
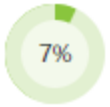
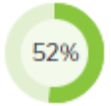
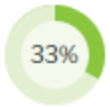
= No Progress

= Discontinue

Milstead Middle School Performance Objectives 2018-2019

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: By April 2019, 75% of 5th Grade Students will be at approaches grade level or above (up from 69%) on the first administration of the Reading STAAR and by June 2019, 60% of 6th Grade Students will meet their progress measure (up from 50%) on the Reading STAAR.

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 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 Bloom's Taxonom, 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 2018.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) One-on-one conferring with students will occur in each ELAR class at least twice per week throughout the school year.	33%	66%	100%
7) ELAR Teachers will conduct one peer observation per semester in order to reflect and enhance practices.	33%	70%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: By June 2019, 90% of 5th Grade Students and 72% of 6th Grade Students will score at Approaching Standard or above (up from 87% and 68%); 55% of 5th Grade Students and 31% of 6th Grade Students will score at Met Standard or above (up from 51% and 25%); and 25% of 5th Grade Students and 10% of 6th Grade Students will score at Mastered (up from 24% and 6%) on the math STAAR

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administer common assessments 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.	33%	57%	100%
2) Identify Power Standards that are essential to student success. Utilize Power Standards during instruction, enrichment, and ACE.	33%	60%	100%
3) Develop 2 questions per lesson that will be asked to students and are aligned with the rigor of the student expectation.	33%	68%	100%
4) Utilize small group instruction at least once per week to focus on the use of manipulatives and metacognitive strategies.	33%	70%	100%

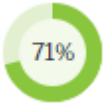
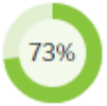
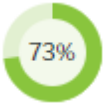
100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: By June 2019, 78% of 5th Grade Students will be at Approaches Standard for Science (up from 74%); 40% will be at Met Standard (up from 37%), and 15% will be at Mastered Standard (up from 11%) on the 5th Grade Science STAAR; and 80% of the 6th Grade Students will be at Approaches Standard, 50% will be at Met Standard, and 15% will be at Mastered Standard on the Science End of Course Exam.

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.	33%	61%	100%
2) Teachers will participate in weekly PLC meetings to align curriculum, assess student needs, and share resources and ideas to improve student achievement.	33%	64%	100%
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.	33%	65%	100%
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).	33%	55%	100%
5) Utilize Bloom's Taxonomy and Data Heat Map during team planning to ensure that instructional and assessment practices are closely aligned with the TEKS.	33%	53%	100%
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.	33%	63%	100%
7) Teachers will incorporate technology, specifically one to one technology, to differentiate instruction and activities to better serve students needing intervention or enrichment.	33%	75%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: By June 2019, 80% of 5th and 6th Grade Students will meet the standard for the Mid-Year and End of Year Social Studies District CBA Exams and 10% of 5th and 6th Grade Students will master the standard for the Mid-Year and End of Year Social Studies District CBA Exams.

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 specialists.			
2) Implement school-wide research-based instructional practices to support student learning. (Focus Areas: Interactive Notebooks, 7 Steps to a Language-Rich Classroom, Anchor Charts, Sheltered Instruction).			
3) Utilize Bloom's Taxonomy and District Power Standards 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 2 common assessments per nine weeks. Data results and student reflections will be utilized by teachers and students. Interventions will be provided for students that are unsuccessful during Enrichment.			
5) Small group instruction/guided reading will occur in each Social Studies class at least two times per week throughout the school year, beginning the last week of September 2018.			
6) Implement district instructional practices during instruction. These include utilizing small group instruction, collaboration, and purposeful writing.			
= Accomplished = No Progress = Discontinue			

Performance Objective 5: By June 2019, the percentage of students identified as Special Education Students that score Approaching Grade Level or higher will be at least 60% on the Math, Reading, and Science STAAR Tests.

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.	33%	56%	100%
2) Campus will follow district procedures regarding parental request for special education evaluations.	33%	54%	100%
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)	33%	68%	100%
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.	66%	100%	100%
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.	100%	100%	100%
6) Campus will follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	33%	69%	100%
8) Science Saturday Camp will be provided to special education students to provide interactive science lessons.	0%	32%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 6: By June 2019, the percentage of identified LEP students with satisfactory academic performance on the 2019 Math, Reading, and Science STAAR Tests will be at least 75%. In addition, at least 75% of LEP students will demonstrate progress, 55% of students in years 1-4 and 75% 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.	33%	68%	100%
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.	33%	54%	100%
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.	33%	59%	100%
4) Provide Rosetta Stone during enrichment classes for recent immigrants.	33%	68%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 7: By June 2019, 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.	100%	100%	100%
2) Provide students with the opportunity to participate in the Name that Book Competition.	33%	37%	100%
3) Provide afterschool enrichment programs for students in areas of interest.	33%	75%	100%
4) Provide opportunities for students to participate in Texas Performance Standards Projects.	0%	23%	100%
5) Provide opportunities for extended learning during enrichment classes.	33%	59%	100%
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.	100%	100%	100%
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 8: By June 2019, 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.	33%		100%
2) Call students who are absent a second consecutive day.	33%	59%	100%
3) Utilize automated phone system to contact parents whenever a child is absent.	33%	74%	100%
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.	33%	70%	100%
5) Provide counseling services to students that are experiencing attendance issues due to social or emotional reasons.	33%	45%	100%
6) An attendance committee will be created to develop incentives and other programs to increase student attendance.	33%	74%	100%
100% = Accomplished	0% = No Progress		= Discontinue

Performance Objective 9: By June 2019, 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.	33%	70%	100%
2) CHAC Committee will meet monthly to ensure the interventions and actions from the campus improvement plan are being met and modified as necessary.	33%	51%	100%
3) Students will participate in physical activities during physical education.	33%	71%	100%
4) Students will participate in physical education assessment including two fitness gram assessments.	66%	66%	100%

= Accomplished

= 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 2019, the percentage of at-risk students that are approaching grade level will be at least 70% on the 2019 STAAR.

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.	33%	60%	100%
2) Provide in class support to at-risk students using a Title I Aide and Instructional Paraprofessional.	33%	63%	100%
3) Provide reading intervention instruction to struggling readers and students diagnosed with dyslexia.	33%	67%	100%

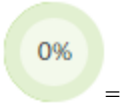
= Accomplished

= No Progress

= Discontinue

Performance Objective 2: Provide meaningful experiences through an innovative learning environment that meet the individual needs of each student. 90% of Connect students will complete all of their power focus areas by June 2019.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the Connect Personalized Learning Program to students.	33%	75%	100%

= Accomplished


= No Progress

= Discontinue

Performance Objective 3: By August 2019, 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.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: By June 2019, 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.	100%	100%	100%
2) Provide a variety of classes that will encourage students to participate in the afterschool program. Classes will focus on developing academic skills.	33%	79%	100%
3) Administrators will monitor ACE classes by conducting monthly walkthroughs.	33%	37%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 5: By June 2019, implement an anti-bullying program to help reduce incidents of bullying by 25%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide a bullying training session to all teachers and professional staff.	100%	100%	100%
2) Continue with peer mediation program to help reduce conflict between students and teach conflcit resolution skills.	33%	66%	100%
3) Provide anti-bullying literature to parents through Parent Resource Center and during parent training sessions.	33%	56%	100%
4) Continue the implementation of conscious discipline and CHAMPS by providing training to new teachers and posting expectations in all common areas.	33%	67%	100%
5) Provide an anti-bullying presentation to all homeroom classes.	66%	100%	100%
6) Implement strategies and structures from Conscious Discipline.	33%	67%	100%

= Accomplished

= No Progress

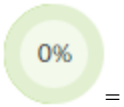
= Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: By June 2019, 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.	100%	100%	100%
2) Provide college week activities to expose students to information about attending college.	33%	100%	100%
3) Provide mentors from the HOSTS Program to all at-risk students.	33%	80%	100%

= Accomplished



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Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2019, 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.	33%	70%	100%
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.	33%	64%	100%
3) Provide teachers with opportunities to participate in high-quality professional development, such as Conscious Discipline.	33%	60%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 2: By June 2019, 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.	33%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) New teachers will receive a mentor to provide support and assistance in all areas.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: By September 2019, 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 profiles for all teaching vacancies to ensure that new staff members share common goals and beliefs about education.	0%		100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2019, 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.	33%	34%	100%
2) Provide opportunities for parents to discuss academic performance and expectations with the teacher at Meet the Teacher and Report Card Conferences.	66%	67%	100%
3) Provide parent engagement opportunties through the ACE Afterschool Program.	33%	73%	100%
4) Continue to provide a parent center where we can host trainings for parents in a safe and comfortable environment.			

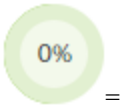
100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: By June 2019, 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.	100%	100%	100%
2) Continue to provide and update a parent resource center in the main office.	33%	66%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide updated information on the school website, monthly calendars, through automated callouts, and Facebook.	33%	66%	100%
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.	33%	66%	100%
5) Host at least 2 Parent Engagement Events for the parents of students in the Connect Program.	100%	100%	100%

= Accomplished



= No Progress

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Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By June 2019, 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.	66%	67%	100%
2) Seek and develop new partnerships with the business and community that will provide support for our students.	33%	50%	100%

= Accomplished

= 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 2019, 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 one to one technology.	33%	66%	100%
2) Increase technology integration in classroom lessons.	33%	64%	100%
3) Provide a Technology Elective for Students.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 2: 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.	66%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Moore Elementary Performance Objectives 2018-2019

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 (ATS Asian)	100%	100%	100%
2) Implement the district scope and sequence for all courses in grades PK-4 (ATS Asian)	100%	100%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. (ATS Asian)	100%	100%	100%
4) Integrate relevant literacy skills across all content areas. (ATS Asian)	100%	100%	100%
5) Implement gradual release model for lesson design and delivery (ATS Asian)	100%	100%	100%
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas (ATS Asian)	100%	100%	100%
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state science TEKS.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use on-line databases, eBooks, books, and other resources for specific TEKS (ATS Asian).	100%	100%	100%
9) Provide staff development on utilization of on-line databases and resources (ATS Asian).	100%	100%	100%
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 (ATS Asian).	100%	100%	100%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices (ATS Asian)	100%	100%	100%
12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques (ATS Asian).	100%	100%	100%
13) Develop and provide research based instructional strategies and staff development plan for technology integration (ATS Asian).	100%	100%	100%
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs (ATS Asian).	100%	100%	100%
100% = Accomplished 0% = 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 (ATS Asian).	100%	100%	100%
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.	100%	100%	100%
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments (ATS Asian),	100%	100%	100%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process (ATS Asian).	100%	100%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction (ATS Asian).	100%	100%	100%
6) Use data disaggregation to drive instruction (ATS Asian)	100%	100%	100%

= Accomplished

= 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 (ATS Asian)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student (ATS Asian)	100%	100%	100%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor (ATS Asian)	100%	100%	100%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance (ATS Asian).	100%	100%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff (ATS Asian).	100%	100%	100%
6) Establish and support campus PLCs (ATS Asian).	100%	100%	100%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development (ATS Asian).	100%	100%	100%

100% = Accomplished 0% = 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 (ATS Asian).	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide time and materials for purposeful reading during the school day (ATS Asian).	100%	100%	100%
3) Provide information to teachers regarding special reading needs of dyslexia students (ATS Asian)	100%	100%	100%
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels (ATS Asian)	100%	100%	100%
5) Provide staff development about reading strategies (ATS Asian)	100%	100%	100%
6) Provide library books and on-line resources to support all learning styles (ATS Asian)	100%	100%	100%

= Accomplished

= 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.	55%	70%	100%
2) Promote G/T Summer Exploration Camp opportunities.	0%	0%	100%
3) G/T students will participate in the Texas Performance Standards Project.	4%	4%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Students will be clustered and instructed by G/T certified teachers.	100%	100%	100%
5) Promote participation in the Duke Talent Search program in fourth grade.	2%	3%	100%

100% = Accomplished 0% = 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 (ATS Asian)	100%	100%	100%
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 (ATS Asian)	100%	100%	100%
3) Ensure the implementation of 504 accommodations for eligible students (ATS Asian)	100%	100%	100%
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS (ATS Asian)	100%	100%	100%
5) Implement research-based programs designed to accelerate student learning (ATS Asian)	100%	100%	100%
6) Provide additional and individualized support to parents of at risk students (ATS Asian)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.	0%	0%	100%
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data (ATS Asian)	0%	50%	100%

= Accomplished

= 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.	100%	100%	100%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	100%	100%	100%
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum	100%	100%	100%
4) Implement the ESL scope and sequence at all grade levels.	100%	100%	100%

= Accomplished

= 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.	100%	100%	100%
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	100%	100%	100%
3) Create a crisis management plan, including safety drills	100%	100%	100%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	100%	100%	100%
5) Provide Gang Awareness training and Character Education programs.	100%	100%	100%
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.	100%	100%	100%
7) Provide staff development concerning abuse and reporting obligations.	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	100%	100%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	16%	38%	100%
4) Administer Fitnessgram and use reports to drive instruction.	0%	0%	100%
5) Provide parent education opportunities for coordinated school health.	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.	100%	100%	100%
3) Use grades and/or content specific grading rubrics.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Use district guidelines regarding the appropriate use of homework.	100%	100%	100%
5) Use district-wide grade and/or content appropriate standards.	100%	100%	100%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.	100%	100%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	100%	100%	100%
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.	100%	100%	100%
5) Campus will follow district procedures regarding parental request for special education evaluation.	100%	100%	100%
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	100%	100%	100%
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.	100%	100%	100%
8) Campus will follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.	100%	100%	100%
10) Special Education teachers are included in training given in the area of dyslexia and related disorders	100%	100%	100%
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.	100%	100%	100%
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.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".	100%	100%	100%
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	100%	100%	100%

= Accomplished

= 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.			100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			100%

= Accomplished

= 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.			100%
2) Establish higher education promotion campaigns.			100%

= Accomplished

= 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.			100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			100%

100% = Accomplished 0% = 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.	65%	85%	100%
2) Provide mentorship and staff development opportunities to new personnel.	45%	60%	100%
3) Expand leadership and mentoring opportunities for all staff.	40%	65%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	95%	90%	100%

= Accomplished

= 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.	100%	100%	100%
2) Provide parent education programs on various topics.	50%	85%	100%
3) Implement Superintendent's Stay in School Project/District Attorney Partnership	65%	90%	100%
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	100%	100%	100%
5) Provide parent workshops regarding reading with children, on-line resources, and eBooks.	55%	85%	100%
6) Provide instructional resources for parents on the campus website.	100%	100%	100%
7) Provide instructional resources for parents to utilize at home with their children.	100%	100%	100%
8) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data.	70%	100%	100%
9) Provide information that can be utilized with students and parents in the interpretation of test results.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.	50%	85%	100%
2) Promote student/parent/business involvement through volunteerism.	80%	95%	100%
3) Promote service organizations for students in school (Student Council, School Helpers, etc.)	85%	95%	100%
4) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, etc.)	25%	65%	100%
5) Participate in the See to Succeed program	50%	100%	100%
	100% = Accomplished	0% = 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.	75%	90%	100%
2) Provide opportunities to attend behavior management trainings.	55%	75%	100%
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).	100%	100%	100%
4) Create campus safety crisis management plans, including safety drills	85%	85%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.	55%	85%	100%
6) Provide opportunities to attend Gang Awareness training and Character Education programs.	100%	100%	100%
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.	100%	100%	100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.	40%	95%	100%
9) Implement and age appropriate and vertically aligned guidance curriculum.	75%	95%	100%
100% = Accomplished 0% = 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.	40%	90%	100%
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	100%	100%	100%
100% = Accomplished 0% = 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.	40%	80%	100%
2) Establish protocols for safety procedures at field trips.	100%	100%	100%
3) Provide opportunities for employees to be trained in personal safety.	100%	100%	100%
100% = Accomplished 0% = 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.	60%	90%	100%
2) Provide support for student and staff participation in service learning opportunities.	45%	80%	100%

= Accomplished

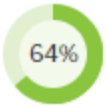
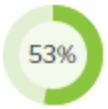
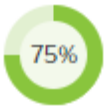
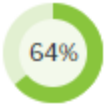
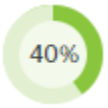
= No Progress

= Discontinue

Morales Elementary Performance Objectives 2018-2019

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) Monitor curriculum implementation through campus walkthroughs. (ATS - All)			
2) Implement the district scope and sequence for all courses in grades PK-4 (ATS - All)			
3) Provide campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards (ATS - All)			
4) Integrate relevant literacy skills across all content areas (ATS - All)			
5) Implement gradual release model for lesson design and delivery (ATS - All)			
6) Use standardized rubrics for measuring responses fro all writing assignments and/or assessments of all content areas (ATS - All)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Ensure that all Science classes incorporate hands-on and outdoor laboratory activities in alignment with state science TEKS.	57%	66%	100%
8) Use online databases, eBooks, books and other resources for specific TEKS (ATS - All)	50%	59%	100%
9) Provide staff development on utilization of online databases and resources (ATS - All)	30%	46%	100%
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. (ATS - All)	47%	63%	100%
11) Build and convene content area curriculum committees to share successful implementation of research-based instructional practices (ATS - All)	54%	55%	100%
12) Provide instructional materials and implement research-based strategies based on a daily basis that promote a variety of learner engagement techniques (ATS - All)	51%	69%	100%
13) Create master schedules that will provide common planning time for teams of teachers and promote times for PLC's (ATS - All)	61%	55%	100%
14) Use assessment data to develop grouping arrangements and provide support for students based on specific student expectations. (ATS - All)	47%	56%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
15) Develop and provide research-based instructional strategies and staff development plan for technology integration. (ATS - All)	45%	55%	100%
100% = Accomplished 0% = 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 (ATS - All)	49%	71%	100%
2) Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency Safeguard - Writing (ALL, H, ED)	44%	54%	100%
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments (ATS - All)	47%	58%	100%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process (ATS - All)	43%	44%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide staff development on data disaggregation and how the data will drive instruction (ATS - All)	51%	81%	100%
6) Use data disaggregation to drive instruction (ATS - All)	49%	76%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: During the current 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 (ATS - All)	48%	73%	100%
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student (ATS - All)	53%	66%	100%
3) Teachers will attend training opportunities for problem-solving and higher-level questioning/thinking skills needed to increase rigor (ATS - All)	41%	68%	100%
4) Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance (ATS - All)	47%	77%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Develop a staff development plan that provides differentiated levels of instructional, administrative and support staff (ATS - All)	48%	74%	100%
6) Establish and support campus PLC's (ATS - All)	43%	73%	100%
7) Allow time for consistent vertical, horizontal and team planning, as well as campus-based staff development (ATS - All)	41%	62%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 4: During the current year, 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 (ATS - All)	50%	60%	65%
2) Provide time and materials for purposeful reading during the school day (ATS - All)	37%	56%	100%
3) Provide information to teachers regarding the special reading needs of dyslexia students (ATS - All)	70%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels (ATS - All)	55%	63%	100%
5) Provide staff development about reading strategies (ATS - All)	56%	58%	100%
6) Provide library books and online resources in support of all learning styles (ATS - All)	59%	61%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 5: During the current year, 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 (ATS - All)	47%	53%	60%
2) Promote GT summer camp opportunities (ATS - All)	43%	44%	100%
3) GT students will participate in the Texas Performance Standards Project (ATS - All)	52%	60%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) GT students will be clustered and instructed by GT certified teachers or teachers in the process of becoming GT certified (ATS - All)	47%	64%	100%
5) Campus will promote the participation of the Duke Talent Search in 4th grade (ATS - All)	25%	26%	5%
6) Implement GT pullout program for identified GT students (ATS - All)	41%	68%	100%
100% = Accomplished 0% = 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 at-risk learners. (ATS - All)	62%	76%	100%
2) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students failing a subject area (ATS - All)	51%	68%	100%
3) Ensure the implementation of 504 accommodations for eligible students (ATS - All)	36%	65%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Use data from SE-based assessments for early identification of individuals who might be at-risk of not mastering TEKS (ATS - All)	38%	69%	100%
5) Implement research-based programs designed to accelerate student learning (ATS - All)	50%	71%	100%
6) Provide additional and individualized support to parents of at-risk students (ATS - All)	58%	52%	100%
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade. (ATS - All)	33%	40%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 7: During the current year, all staff will receive professional development focused on English Language Learners to 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. (ATS - All)	60%	66%	100%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. (ATS - All)	42%	42%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum. (ATS - All)	53%	62%	100%
4) Implement the ESL scope and sequence with fidelity throughout all grade levels (ATS - All)	65%	65%	100%
100% = Accomplished 0% = 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 (ATS - All)	47%	70%	100%
2) Provide mediation, conflict resolution, anti-bullying and Conscious Discipline training opportunities for students and staff (ATS - All)	54%	74%	100%
3) Create a crisis management plan, including safety drills (ATS - All)	52%	68%	100%
4) Provide training and implement effective strategies through Safe and Civil schools to reduce inappropriate behaviors (ATS - All)	37%	66%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide character education programs (ATS - All)	35%	57%	100%
6) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehaviors (ATS - All)	65%	63%	100%
7) Provide staff development concerning abuse and reporting obligations (ATS - All)	52%	50%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 9: During the 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 (ATS - All)	61%	77%	100%
2) Establish a campus health safety advisory committee to develop and support coordinated school health goals and objectives (ATS - All)	56%	64%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis (ATS - All)	62%	71%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Administer FitnessGram and use reports to drive instruction (ATS - All)	60%	68%	100%
5) Provide parent education opportunities for coordinated school health (ATS - All)	59%	67%	100%
100% = Accomplished 0% = 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.

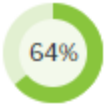
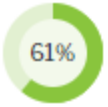
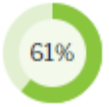
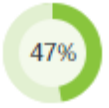
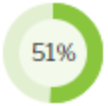
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district-wide grading standards and grading standards that are linked to student expectations and are based on best practices (ATS - All)	59%	67%	100%
2) Record grades that accurately communicate mastery or non-mastery of specific student expectations (ATS - All)	56%	65%	100%
3) Use grades and/or content specific grading rubrics (ATS - All)	47%	70%	100%
4) Use district and campus guidelines regarding the appropriate use of homework (ATS - All)	48%	64%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Use district-wide grade and/or content-appropriate retest standards (ATS - All)	48%	77%	90%
6) Using an RtI model, students who are failing will be identified and will receive appropriate interventions in a timely manner	54%	61%	100%
100% = Accomplished 0% = 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 and existing attendance problems (ATS - All)	66%	71%	100%
2) Use attendance incentives to recognize and promote outstanding attendance (ATS - All)	57%	62%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 12: During the current year, campus will collaboratively work with the district special education office to ensure that 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 (ATS - All)			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate timelines (ATS - All)			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties (ATS - All)			
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 (ATS - All)			
5) Campus will follow district procedures regarding parental request for special education evaluation (ATS - All)			
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) ensuring that ARD documents clearly delineate the need for STAAR or STAAR Alt (i.e., present levels of performance, IEP's, deliberations); and 3) utilizing district/state required STAAR and STAAR Alt participation requirement forms			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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 (ATS - All)	66%	59%	100%
8) Campus will follow district policy to ensure students with disabilities have access to facilities (ATS - All)	62%	63%	100%
9) Campus will provide instructional materials and training for all teachers working with students with disabilities (ATS - All)	65%	59%	100%
10) Special education teachers are included in training given in the area of dyslexia and related disorders (ATS - All)	36%	63%	100%
11) Campus will monitor the number of students with disabilities being served in the least restrictive environment (ATS - All)	68%	67%	100%
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 (ATS - All)	56%	71%	100%

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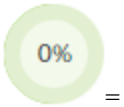
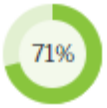
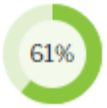


= No Progress

= 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 all required IStation assessments (ATS - All)			
2) Classrooms will be equipped with at least the minimum requirements for the 21st century classroom (ATS - All)			
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the district technology plan (ATS - All)			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements (ATS - All)			
= Accomplished = 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, 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 (ATS - All)	64%	73%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements (ATS - All)	64%	51%	100%
= Accomplished = 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 (ATS - All)	50%	60%	100%

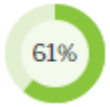
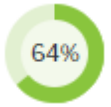
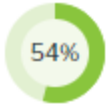
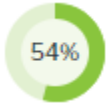
Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Establish higher education promotion campaigns (ATS - All)	37%	28%	100%
100% = Accomplished 0% = No Progress = Discontinue			

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 (ATS - All)	56%	58%	100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day (ATS - All)	52%	66%	100%
100% = Accomplished 0% = No Progress = Discontinue			

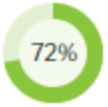
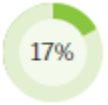
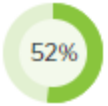
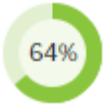
Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

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. (ATS - All)			
2) Provide mentorship and staff development opportunities to new personnel. (ATS - All)			
3) Expand leadership and mentoring opportunities for all staff. (ATS - All)			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. (ATS - ALL)			
5) Provide peer observation opportunities (ATS - All)			
= Accomplished = 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 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 (ATS - All)			
2) Provide parent education programs on various topics (ATS - All)			
3) Implement Superintendent's Stay in School Project/District Attorney Partnership (ATS - All)			
4) Provide parent workshops regarding reading with children, online resources, and eBooks (ATS - All)			
5) Provide instructional resources for parents on the campus website or on social media. (ATS - All)			
6) Provide instructional resources for parents to utilize at home with their children. (ATS - All)			
7) Provide opportunities for parents to attend grade level and content specific meeting to share expectations, strategies, Title 1 information, and TAPR data. (ATS - All)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Provide parents with information that can be utilized with students and parents in the interpretation of test results. (ATS - All)	68%	68%	100%

100% = Accomplished 0% = No Progress = Discontinue

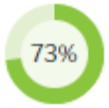
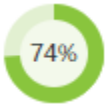
Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

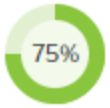
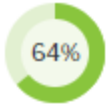
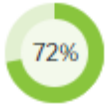
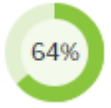
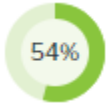
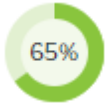
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service (ATS - All)	67%	56%	100%
2) Promote student/parent/business involvement through volunteerism (ATS - All)	54%	48%	100%
3) Promote service organizations for students in school (865 organization) (ATS - All)	74%	78%	100%
4) Participate in See to Succeed program (ATS - All)	71%	65%	100%
5) Participate in HOSTS junior mentor program	77%	61%	100%

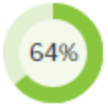
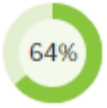
100% = Accomplished 0% = No Progress = Discontinue

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 all students (ATS - All)			
2) Provide opportunities to attend training in behavior management (ATS - All)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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) (ATS - All)			
4) Implementation of safety crisis management plans, including safety drills (ATS - All)			
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior (ATS - All)			
6) Provide training opportunities for character education programs (ATS - All)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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 (ATS - All)			
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior (ATS - All)			
9) Implement age-appropriate and vertically aligned guidance curriculum (ATS - All)			
= Accomplished = 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 (ATS - All)	77%	71%	100%
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials (ATS - All)	69%	68%	100%
100% = Accomplished 0% = 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. (ATS - All)	69%	71%	100%
2) Establish protocols for safety procedures for field trips (ATS - All)	78%	66%	100%
3) Provide opportunities for employees to be trained in personal safety. (ATS - All)	64%	67%	100%
100% = Accomplished 0% = 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 (ATS - All)	59%	75%	100%
2) Provide support for student and staff participation in service learning opportunities (ATS - All)	74%	64%	100%
100% = Accomplished 0% = No Progress = Discontinue			

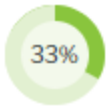
Morris Middle School Performance Objectives 2018-2019

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: Morris Middle School students will show a 10% improvement in scores from the 2018 STAAR to the 2019 STAAR and district CBA's Reading, Math and Science.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Each core content area will demonstrate improvement through the use of quality literacy strategies and materials that include: The use of reading materials i.e. books, magazines, and other content related literature to enhance the students' abilities to read and write critically.			
= Accomplished = No Progress = Discontinue			

Performance Objective 2: Response to Intervention will be implemented with fidelity to ensure that all students learn at high levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All students who demonstrate the need of additional time and support in their learning will be given those supports. Those supports will include after school tutoring, scheduled intervention time, and the use of other instructional materials in small group settings.			
= Accomplished = No Progress = Discontinue			

Performance Objective 3: 80% of identified LEP students will meet the state average on all STAAR assessments and the district average on district assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will utilize our Title 3 funding to provide Limited English Proficient students the resources (computer based and print based) and supplies to improve their linguistic abilities.	10%	40%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: Morris Middle School special education students will show a 10% increase on state and district assessments including modified versions.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will monitor our SpEd students and will collect ongoing data over the use of accommodations, supplemental aides and other supports used during quality initial instruction.	33%	50%	100%
2) SpEd teachers/case managers will participate in PLC's and will guide discussion as it relates to designing quality initial instruction that is differentiated and uses SDI components.	10%	61%	95%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 5: 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) We will host a fall health fair that will focus on both mental and physical health and well being. It will include community and district partners.	10%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 2: Morris Middle School will provide staff development for new and developing programs. including the CONNECT program, Professional Learning Communities at Work and Conscious Discipline.

Performance Objective 1: Morris Middle school will provide quality professional development in defined areas such as the Connect Program, Professional Learning Communities at Work and Conscious Discipline

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Professional Development for programming held at Morris will focus on improving PLC's and mastering the use of the four essential questions.	33%	75%	100%
2) Teachers will be provided the time necessary, during the school day, to participate in professional development and provide individual student support	33%	75%	100%

= Accomplished

= No Progress

= Discontinue

Goal 3: We will provide flexible learning environments, structures, and schedules that meet the needs of all learners.

Performance Objective 1: Attendance rate increase from 96.1 to 98% in 2018- 2019.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will offer perfect attendance incentives throughout the year for students.	33%	33%	50%
2) We will communicate attendance concerns with parents in various ways including, teachers calling home after three absences, completing attendance contracts, and providing follow up regarding requests to excuse absences.	50%	70%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: Provide quick and quality Tier II intervention for students by continuing morning tutoring, and PE/Fine Arts targeted small group instruction tutoring and pull out programs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will use formative and summative assessment data to create student lists and lessons for Tier II and III Intervention.	34%	75%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 3: Students will increase their effectiveness and efficiency by utilizing a Student Planner, Interactive Notebooks, and other quality instructional strategies and materials.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will utilize quality materials and structures to increase their effectiveness in class such as interactive notebooks, student planners and other supplies that facilitate learning.	20%	51%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: We will provide additional support including pro-social academic behaviors sessions, social skills training sessions, and emotional regulation sessions for at-risk students exhibiting high need.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A campus AP and district BRT specialist will host a minority leadership academy bi-monthly to discuss the skills that will help them become super students, such as being safe, respectful, caring about others and how to problem solve as well as regulate emotions. Students will learn appropriate ways of relating to other students, adults, and how to express themselves in a positive manner.	33%	50%	100%
2) We will foster a sense of belonging by creating House groups for students to build meaningful relationships with staff and peers while engaging in specially designed team building activities in academic and extracurricular areas.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 4: We will actively recruit, develop, coach, and retain a highly qualified staff at Morris Middle School.

Performance Objective 1: Teachers will set and receive coaching on a professional goal each year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will meet with PF's to create a goal and conduct monthly coaching cycles to collect evidence on goal attainment.	33%	70%	100%

100% = Accomplished 0% = 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) Campus administrators will assign mentor teachers who have proven success using CHAMPS and the four campus instructional focus areas, to all new teachers.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: 100% of teachers on campus will meet highly qualified status.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will utilize highly qualified staff to provide support to students and teachers in the classroom setting. This will include hiring and staffing with peer facilitators and a Title 1 instructional aide.	100%	100%	100%
2) We will hire and retain quality staff dedicated to the learning of all students	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 4: Teachers will participate in a minimum of 6 hours of staff development that aligns with campus initiatives and teacher needs by June 30th, 2019

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) AP's will work with teachers in goal setting meetings to ensure they sign up for professional development that aligns to their goal and our campus focus areas.	33%	100%	100%
2) We will ensure teachers attend training designed to support special populations in their class such as SIOP, SDI and other best practice PD.	33%	75%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Goal 5: We will pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June, 2019, increase parent engagement/involvement by 15% in school related activities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will foster a sense of belonging on campus for parents by hosting quality events that provide them opportunities to meet staff and bond with their students.	33%	75%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: We will utilize funds to hire a counselor/parent coordinator to provide direct support to parents and families.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will utilize funds to hire a counselor/parent coordinator to provide direct support to parents and families.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 6: Increase business/community support and participation on the campus.

Performance Objective 1: Increase business/community support and participation on the campus

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will foster connections with our community by inviting them to SBDMC meetings, hosting a community health night and by sharing important campus events with The South Belt Leader and other community correspondence outlets.	33%	75%	100%

= Accomplished

= No Progress

= Discontinue

Goal 7: We will embed technology at Morris to support both instructional and administrative needs.

Performance Objective 1: Students will be provided with the tools and supplies needed to ensure proficiency with technology.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will receive tools and supplies needed to ensure proficiency with the technology standards.	50%	75%	100%

= Accomplished

= No Progress

= Discontinue

Goal 8: Counselors will create partnerships and opportunities for parent involvement.

Performance Objective 1: By June 2019, a parental involvement program will be implemented to increase collaborative partnerships by 25% and encourage all parents to be active in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component to orientation programs .	33%	100%	100%
2) Provide parent education on various topics.	33%	75%	100%
3) Offer workshops for parents of students with dyslexia ad related disorders as well as instructional interventions.	7%	25%	100%
4) provide parent workshops regarding reading with children, online resources and ebooks.	33%	50%	100%
5) Provide instructional resources for parents to utilize at home with their child.	33%	75%	100%
6) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Titla I information and student/school data.	33%	60%	100%
7) Provide parents with information that can be utilized with students and parents in the interpretation of test results.	6%	100%	100%
8) Provide educational resources for parents on website	25%	75%	100%

= Accomplished

= No Progress

= Discontinue

Park View Intermediate Performance Objectives 2018-2019

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: Performance Objective 1: By June 2019, the percentage of students with satisfactory academic performance on the 2019 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	54%	67%	100%
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,	67%	86%	95%
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	33%	57%	75%
4) Implement school wide research-based instructional strategies to support student learning - tablets, Interactive notebooks, Cornell notes, Talk/Read, Talk/Write, Seven Steps, Questioning strategies, Safe and Civil strategies including CHAMPS and small group instruction CSF Academic Performance - SG SPED	58%	67%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Students will participate in the district science fair or STEM fair. CSF Academic Performance	61%	100%	100%
6) Teachers will use higher level questioning strategies to create a team and/or specifically grouped thematic units. CSF Academic Performance, SPED	66%	75%	95%
7) Grade reporting will be implemented to effectively communicate student achievement to students, parents, teachers and administrators. CSF Academic Performance -	66%	88%	100%
8) Students will participate in SPUR time activities that engage students in the core areas of reading, writing, math, science and social studies. CSF Academic Performance SG - SPED	73%	88%	100%
9) All departments will take common assessments to determine student success within an SE. CSF Academic Performance SG - SPED	100%	100%	100%
10) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	65%	89%	100%
11) Students will be drafted in to SPUR time based on the STAAR assessment, common assessments, and CBA's for intensive tutoring of math, reading, writing, science and social studies. SG: SPED	100%	100%	100%
12) We will provide intensive intervention in math and reading through RTI classes. SG: SPED	100%	100%	100%
13) Through Connect learning, students will work through content at their own individualized pace.	100%	100%	100%
14) Provide Extended Day Learning Opportunities for at-risk students	34%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
15) Utilize plan for learning software to develop and monitor the CIP	38%	49%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: By June 2019, 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	47%	77%	100%
2) Provide accommodations and materials to ensure that students identified as special education are being successful. CSF Academic Performance	66%	84%	100%
3) Park View will follow district procedures regarding parental request for special education evaluations. CSF Academic Performance	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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 /STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and 3) utilizing District/State required STAAR and STAAR Alternative Participation Requirement Forms. CSF Academic Performance - SG , SPED	100%	100%	100%
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	100%	100%	100%
6) Identified special education students will participate in Literably and LLI reading recovery to monitor identified strengths and weaknesses and facilitate growth in those areas in preparaton for STAAR. CSF Academic Performance - SG - SPED	63%	87%	100%
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	54%	77%	100%
8) Monitor Special Education student success through ESPED on a regular basis. CSF Academic Performance	100%	100%	100%
9) Special education students who did not perform satisfactory on the state assessment will be provided with special interventions per ARD - accelerated instruction, RTI... CSF Academic Performance, SG -SPED	100%	100%	100%
10) Park View will follow district policy to ensure students with disablilities have access to facilities. CSF Academic Performance	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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	56%	81%	100%
12) Special Education Aides and Title 1 Aides will be utilized and trained to support special education students - CSF Academic Performance SG - SPED	64%	85%	100%
13) Co-teach and SF classes will be in place for students requiring support facilitation. CSF Academic Performance SG - SPED	59%	100%	100%
14) Park View will follow district procedures in addressing transition requirements for students with disabilities. CSF Academic Performance	52%	100%	100%
15) Utilization of a Health Care Professional to meet heath care needs	30%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: By June 2019, the percentage of identified EL students with satisfactory academic performance on the 2019 Math, Reading, Science and Social Studies STAAR Tests will be equal to or greater than the state average. In addition, at least 75% of EL 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	55%	85%	95%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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	51%	73%	85%
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	64%	89%	100%
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	53%	84%	100%
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	47%	88%	100%
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	48%	84%	100%
7) Teachers will review formative and summative assessment data to identify areas where more support is needed. CSF Academic Performance	62%	86%	100%
8) EL Aides will be utilized and trained to support ELs who are in a structured setting. CSF Academic Performance SG SPED	48%	89%	100%
9) Tutorials and Extended Day will be offered to support ELLs' academic success. CSF Academic Performance SG -SPED	51%	83%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: By June 2019 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	58%	93%	100%
2) Provide students with the opportunity to participate in Tweens Reading, Spelling Bee, Name That Book Competition.... CSF Academic Performance	69%	91%	100%
3) Provided opportunities for students to participate in Texas Performance Standards Projects. CSF Academic Performance	50%	78%	100%
4) Provide training opportunities for teachers to learn teaching strategies for our GT population.	55%	75%	100%
5) Extended day opportunities will be provided to GT students to help further excel their success.	54%	78%	100%
6) GT students will work on projects during specific SPUR intervention time.	56%	89%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 5: By June 2019, 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	63%	86%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Call students who are absent for three consequtive days. CSF Academic Performance	65%	92%	100%
3) Call the parents of students that are tardy to school. CSF Academic Performance	52%	84%	100%
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	45%	81%	100%
5) Provide couseling services to students who are experiencing attendance issues due to social or emotional reasons. CSF Academic Performance	54%	81%	100%
6) Make home visits to those students experiencing extreme attendance issues. CSF Academic Performance	54%	88%	100%
7) Actively pursue leavers and potential dropouts CSF Academic Performance	51%	71%	100%
8) Recognize and reward perfect attendance throughout the school year with a variety of incentives CSf Social Performance	60%	83%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 6: By June 2019, 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	43%	74%	100%
2) Students will participate in Universal Breakfast. CSF School Climate	49%	100%	100%
3) Students will participate in daily physical activites during physical education. CSF Academic Performance	50%	100%	100%
4) Students will participate in physical education assessment including two fitness gram assessments. CSF Academic Performance	49%	87%	100%

100% = Accomplished 0% = 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 2019, 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	33%	47%	85%
2) Continue with peer mediation program to help reduce conflict between students, and teach students conflict resolution skills. CSF School Climate	33%	100%	100%
3) Provide anti-bullying literature to parents through the counseling center. CSF School Climate	28%	39%	80%
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	39%	66%	100%
5) Provide Safe and Civil Schools training to all new teachers to ensure a safe environment for our students. CSF School Climate	20%	66%	100%
6) Students will be recognized and rewarded for honorable behavior that promotes a sense of citizenship. Teachers will recognize student's good behavior by giving them "Cowboy Cash." Administrators and teachers will select a "Student of the Month" to recognize with an award to promote a positive school culture. CSF School Climate	31%	74%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: By June 2019, 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	64%	100%	100%
2) 8th grade students will be administered the KUDER career inventory test to determine career interests. CSF Academic Performance	51%	79%	100%
3) 8th grade students will be given the Readi-Step Assessment CSF Academic Performance	58%	89%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: By June 2019, 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	29%	63%	100%
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	51%	85%	100%
3) All students will be provided with tutoring services such as Imagine Math. CSF Academic Performance - SG -SPED	52%	85%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Provide in class support to at-risk students using a Title 1 Aide and Instructional Paraprofessional. CSF Academic Performance - SG SPED	79%	90%	100%
5) Provide reading intervention instruction to struggling readers and students diagnosed with dyslexia through a direct dyslexia reading class, as well as using Imagine Math during math classes. CSF Academic Performance - SG - SPED	66%	81%	100%
6) Provide additional instruction through tutoring to students in need of assistance. CSF Academic Performance - SG - SPED	45%	82%	100%
7) The CIS programs will be utilized to provide academic and emotional support for at-risk students. CSF Academic Performance. SG - SPED	43%	83%	100%
8) Provide opportunities for teachers to attend trainings and observation time for teacher-to-teacher observation.	58%	80%	100%
9) Through Spur Time, students will be able to receive additional assistance throughout the school day. Teachers will provide tutorials and/or enrichment activities. ALL SUBJECTS	67%	84%	100%
10) 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.	45%	69%	100%

= Accomplished

= No Progress

= Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: By June 2019, 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	100%	100%	100%

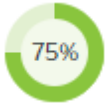
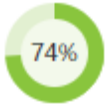
= Accomplished

= No Progress

= Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2019, 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			
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Performance Objective 2: By June 2019, 100% of new teachers will receive induction support. Accountability Area Targeted: State Assessment

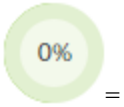
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers new to the district and new teachers will receive training on key district initiatives and required trainings such as CHAMPS and Effective Teacher Practices. CSF Teacher Quality	16%	51%	90%
2) New teachers will receive a mentor to provide support and assistance in all areas. CSF Teacher Quality	46%	100%	100%
3) New teachers will receive training on school-wide instructional strategies such as data disaggregation and Interactive Notebooks. CSF Teacher Quality	32%	75%	85%
4) Peer Facilitators will provide training on the usage of 1 to 1 technology. CSF Teacher Quality	32%	69%	90%
5) All teachers will continue professional development growth to ensure success within their content areas.	41%	65%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: By September 2019, 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	43%	56%	100%
2) Create profiles for all teaching vacancies to ensure that new staff members share common goals and beliefs about education. CSF Teacher Quality	22%	36%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June

= Accomplished



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Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2019, we will provide parent training 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	12%	41%	45%
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	18%	51%	100%
3) Provide opportunties for parents to meet teachers and sign up for parent conferences during Open House. CSF Family Engagement	25%	43%	100%
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	51%	54%	100%

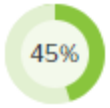
= Accomplished

= No Progress

= Discontinue

Performance Objective 2: By June 2019, 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, as well as, the Cowboy Chronicle. CSF Family Engagement	45%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide updated information on the school website and the Park View Facebook page. CSF Family Engagement			
3) Use Parent Skyward Access so that parents have updated information regarding student grades and attendance and inform parents about services using our parent calendar. CSF Family Engagement			
4) Parents and community members will hear about Park View news and upcoming events through the usage of Facebook.			
= Accomplished = No Progress = Discontinue			

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By June 2019, we will increase the number of business and community partnerships by 25%. Accountability Area Targeted: State Assessment

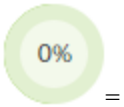
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Seek and develop new partnerships with the business and community that will provide support for our students. CSF Family Engagement	36%	63%	100%

100% = Accomplished 0% = 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 2019, 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	31%	45%	100%
2) Provide technology training on campus. CSF N/A	36%	49%	100%
3) Provide One-to-One training to all teachers. CSF N/A	43%	49%	90%

= Accomplished


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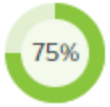
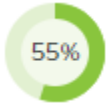
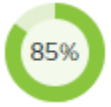
Parks Elementary Performance Objectives 2018-2019

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.

Next Year's Recommendation 1: Each grade level PLC will continue to discuss the district-wide goals and objectives and create/teach lessons that are aligned.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize a master schedule that provides common planning time for all grade level PLCS to develop curriculum based lessons.			
2) Follow the district's scope and sequence and develop lesson plans and common assessments based on the student expectations.			
3) Discuss readiness, supporting, and power standards and review effective strategies and resources during PLC and planning meetings.			
4) Schedule quarterly curriculum 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 and power standards.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	70%	80%	90%
8) Implement the Marzano Nine, Big 8, Kagan Questioning, and other research-based strategies in all classrooms to encourage higher order thinking.	70%	80%	95%
9) Use manipulatives and other concrete objects when introducing new math concepts.	70%	80%	95%
10) Submit writing samples monthly; review samples and use standardized rubrics to measure responses for all writing.	70%	80%	85%
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.	75%	85%	85%
12) Implement differentiated research-based instructional strategies such as small and whole group instruction, cooperative grouping, and workstation activities in all core subject areas.	75%	85%	90%
13) Use standardized rubrics for measuring responses for writing assignments and/or assessments in all content areas.	70%	80%	90%
14) Implement the gradual release model for lesson design and delivery.	60%	75%	85%
15) Utilize content area curriculum committees to share successful implementation of research-based instructional practices and to review alignment across grade levels.	75%	85%	95%

100% = Accomplished 0% = 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.

Next Year's Recommendation 2: Continue to utilize campus and district assessment data to guide instruction designed to meet the academic needs of all scholars

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Review 2018 reading and mathematics STAAR results and set individual goals for each 3rd and 4th grade student.	100%	100%	100%
2) Analyze sub-group student performance on assessments disaggregated by: ethnicity, economic status, migrant, homeless, ELLs, and special education participation and use information to guide instruction.	100%	100%	100%
3) Review and share longitudinal data on the percentage of ELLS making progress towards English proficiency.	70%	80%	100%
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.	100%	100%	100%
5) Monitor and track common assessment data; compare district and campus results; make instructional adjustments to ensure student success.	75%	85%	100%
6) Utilize a school-wide tracking chart to display students' assessment performance.	75%	85%	100%
7) Conduct weekly data discussions with PLC teams and make instructional adjustments to ensure the success of all students.	70%	85%	95%
8) Use data binders to collect and organize student information; review information during planning and/or PLC meetings to make instructional decisions to promote student success.	70%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Provide professional development opportunities for all staff on the intervention and special education referral process.	75%	85%	100%

100% = Accomplished 0% = 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.

Next Year's Recommendation 3: Continue to provided professional development opportunities that focus on the implementation of effective instructional practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide campus based professional development to ensure consistent implementation of the district's curriculum.	50%	80%	100%
2) Schedule monthly campus-based professional development opportunities, that are based on needs assessment data, and utilize strategies in all classrooms.	60%	80%	100%
3) Participate in district focus training and share new information with other team members.	40%	50%	100%
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.	50%	70%	100%
5) Continue using Conscious Discipline resources during PD meetings; discuss and implement Conscious Discipline strategies in all classrooms.	50%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Offer technology training based on the needs of individual teachers.	50%	75%	100%
7) Review information from the books: Guided Math, Guided Math in Action, 7 Effective Strategies, Think Read Think Write and implement strategies in classrooms.	50%	75%	100%
8) Support campus professional learning communities and provide time in the master schedule for teams to collaborate.	100%	100%	100%
100% = Accomplished 0% = 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.

Next Year's Recommendation 4: Staff members will continue to implement instructional initiatives designed to increase the academic skills of students .

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Attend district-led focus training and share information from the training with other staff members.	70%	80%	100%
2) Disaggregate assessment data for the purpose of identifying each student's academic ability; use data to determine groups and to identify students who need intervention or enrichment support.	50%	75%	100%
3) Include an enrichment class in the PIE rotation to provide reading and mathematics support.	60%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Utilize Word Walls to develop vocabulary by arranging walls by high frequency words and core subject areas.	100%	100%	100%
5) Develop and implement IPPs for students who qualify to participate in the dyslexia program.	70%	85%	100%
6) Establish AR goals for students to encourage them to read and complete AR tests to improve comprehension skills.	100%	100%	100%
7) Provide PD opportunities and coaching support; monitor the implementation of the strategies during instruction.	50%	75%	100%
8) Use sentence stems to encourage students to talk in complete sentences while using academic vocabulary.	50%	75%	100%
9) Integrate problem solving while teaching math concepts and require students to use the problem solving mat.	75%	100%	100%
10) Follow the scope and sequence to ensure the implementation of strategies provided in the writing timeline.	100%	100%	100%
11) Provide library books to support all learning styles.	100%	100%	100%

= Accomplished

= 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.

Next Year's Recommendation 5: GT certified staff members will continue to provide enrichment activities to students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow the district's GT identification procedures.	100%	100%	100%
2) Encourage all classroom teachers to attend professional development training in order to obtain GT certification.	100%	100%	100%
3) Provide six-hour GT update training for certified Parks staff members.	100%	100%	100%
4) Offer a weekly pull-out program to provide opportunities for gifted and talented students to participate in a variety of enrichment activities.	70%	80%	100%
5) Encourage identified gifted and talented students to complete a standards-based project and present the project during a district event.	0%	85%	100%
6) Cluster group students who are identified as GT and provide a differentiated curriculum designed to meet their individualized needs.	100%	100%	100%
7) Invite gifted and talented students to participate in the district's GT camp in order to provide advanced learning opportunities during the summer.	0%	50%	100%
100% = Accomplished 0% = 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.

Next Year's Recommendation 6: Continue to provide differentiated instruction to meet the academic needs of all students

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide PD training to review the intervention process and to teach effective progress monitoring strategies.	100%	100%	100%
2) Include PIE time in the master schedule and provide appropriate Tier II and III support for students based on information collected from data sources.	85%	85%	100%
3) Develop Individualized Program Plans for students who qualify for the 504 programs and share plans with staff and student's parents.	75%	85%	100%
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.	60%	80%	100%
5) Implement research-based programs designed to accelerate student learning.	65%	80%	100%
6) Train selected staff and use the LLI program to provide additional support for Tier III and SPED students.	50%	75%	100%
7) Provide intervention support (during the school day and after school) for 3rd and 4th grade students who are not meeting the student expectations.	50%	80%	100%
8) Provide intervention support (during the school day and after school) for K, 1st, and 2nd grade students who are reading below the expected level.	50%	75%	100%
9) Share student data with the ACE coordinator and encourage him to invite at-risk students to participate in the after-school program.	100%	100%	100%
10) Select HOSTS volunteers to mentor selected students who qualify to receive the additional support.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
11) Participate in transition meetings to support ELLs as they move from 4th grade to 5th grade.			100%
12) Provide support for Tier II and Tier III students and collect data to monitor their progress.	80%	90%	100%
13) 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.	100%	100%	100%
100% = Accomplished 0% = 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.

Next Year's Recommendation 7: Parks staff will continue to provide appropriate 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.	100%	100%	100%
2) Follow the district's scope and sequence for providing ESL to all ELLs and appropriately implement instruction in core subject areas.	80%	95%	100%
3) Discuss ELPS objectives during grade level planning meetings and implement strategies in all classrooms.	50%	75%	100%
4) Schedule quarterly bilingual PLC meetings and provide professional development opportunities for staff.	50%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Purchase a variety of Spanish library books and other resources.	100%	100%	100%
6) Select bilingual students to participate in the Spanish Helping One Student to Succeed (HOSTS) program.	100%	100%	100%
7) Provide all day PK for students who participate in the bilingual program.	100%	100%	100%
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.			100%
9) Meet with middle school staff members to review bilingual student information to help them make a smooth transition.			100%

100% = Accomplished 0% = 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.

Next Year's Recommendation 8: Continue to implement coordinated school health plans and share information with all stakeholders

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.		100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Establish a Campus Health Advisory Committee (CHAC) that will meet quarterly to discuss employee wellness activities and support coordinated school health goals and objectives.	100%	100%	100%
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.	50%	75%	100%
4) Invite parents, staff and students to participate in the Parks Fun Run; share tips, information and resources with parents.		100%	100%
5) Schedule a campus health fair and invite community partners to participate in the event to share health related information with all stakeholders.	0%	100%	100%
6) Provide frequent brain breaks during the instructional day by using Brain Smart Start Conscious Discipline strategies.	75%	90%	100%
7) Encourage all PK-4th grade students to participate in daily physical fitness before, during PE classes.	100%	100%	100%
8) Include a 15-20 minute recess in the schedule for PK-4th grade classes.	100%	100%	100%
9) Administer pre and post Fitnessgram assessments to all eligible 3rd and 4th grade students and use reports to drive instruction.	100%		100%
10) Use Brighter Bite CATCH lessons during instructional time on monthly WOW days and share health eating habits during announcements.	50%	75%	100%

100% = Accomplished 0% = 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.

Next Year's Recommendation 9: Continue to use district grading policies and procedures that link to student assessment to mastery of SEs

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.	100%	100%	100%
2) Use specific grading rubrics for students in kindergarten, 1st, and 2nd grades.	100%	100%	100%
3) Use topics based grading in mathematics and reading for 3rd and 4th grade students.	100%	100%	100%
4) Share report card grades, that accurately communicate mastery or non-mastery on specific student expectations, with parents.	100%	100%	100%
5) Share the standard based report card and rubrics with K-2nd grade parents to help them understand the grading procedures.	100%	100%	100%
6) Use an RTI model to identify students who are in jeopardy of failing and provide timely and appropriate intervention support.	100%	100%	100%
100% = Accomplished 0% = 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.

Next Year's Recommendation 10: Continue to use effective strategies to increase attendance

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor and document daily and weekly attendance data, conduct quarterly attendance conference, and recognize classes and individual students with excellent attendance.	55%	70%	100%
2) Utilize the campus intervention programs to provide specific strategies for students with potential attendance problems.	50%	75%	100%
3) Display class and grade level attendance percentages and share daily and weekly attendance information during announcements.	33%	60%	100%
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.	33%	75%	100%
5) Contact parents after a student is absent two consecutive days and document information obtained from parents.	50%	75%	100%
6) Encourage students to arrive on time and recognize their efforts periodically; contact parents of tardy students.	50%	75%	100%
7) Schedule weekly attendance rewards for classes with a 98% attendance rate or higher.	50%	75%	100%
8) Schedule weekly attendance celebrations for classes without any tardy students.	50%	75%	100%
9) Monitor student attendance and provide additional support for students and their parents when they are approaching six unexcused absences.	50%	75%	100%
10) Share attendance expectations and goal with parents and conference with parents to review the Parent/Teacher Compact.	50%	75%	100%
11) Review attendance reports and visit classrooms to visit with each student after they return to greet them with a "butterfly kiss".	50%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = 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.

Next Year's Recommendation 11: Continue to participate in campus and district meetings

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.	50%	75%	100%
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.	100%	100%	100%
3) Review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.	100%	100%	100%
4) Monitor special education evaluations to ensure initial referrals are conducted within the appropriate timelines.	33%	75%	100%
5) Provide additional training and instructional resources for each grade level inclusion teacher and all other staff members working with students with disabilities.	50%	75%	100%
6) Work collaboratively with the district special education office to ensure initial evaluations are completed within the required timelines.	50%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Follow district procedures regarding parental request for special education evaluation.	100%	100%	100%
8) Work collaboratively with the District special education office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.	100%	100%	100%
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.	100%	100%	100%
10) Follow district procedures in addressing transition requirements for students with disabilities.	100%	100%	100%
11) Follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%
100% = Accomplished 0% = 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

Next Year's Recommendation 12: Increase the use of technology to enhance instruction

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the necessary technical support required to administer the iSTATION assessment.	100%	100%	100%
2) Ensure all classrooms are equipped with interactive white boards, LCD projectors, document cameras, and other devices to help create 21st Century learning environments.	100%	100%	100%
3) Use technology in the PIE schedule and allow students to use Think Through Math, Dream Box, and I-Station to review concepts.	65%	75%	100%
4) Increase the integration of technology into the instruction, curriculum, and assessment as outlined in the District Technology Plan.	66%	80%	100%
5) Make Kindles available for classroom use.	100%	100%	100%
6) Provide technology PD opportunities for all staff to encourage the integration of technology into instruction.	75%	100%	100%
7) Use the mobile labs in all K-4th grade classrooms for research and other effective learning opportunities.	100%	100%	100%
8) Create and utilize interactive flip charts in classrooms.	60%	100%	100%
9) Encourage teachers to use ActiVotes and ActiVexpressions to check for understanding of concepts and for formative assessments.	75%	85%	100%
10) Use programs such as Extra Math, Raz-Kids, etc. to help students review a variety of concepts.	75%	100%	100%

100% = Accomplished 0% = 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.

Next Year's Recommendation 1: Continue the objective

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.	33%	70%	100%
2) Invite community representatives to visit the campus to provide opportunities for students to explore various careers on Career Day.	10%	100%	100%
3) Share information about a variety of careers during morning announcements weekly.	70%	80%	100%
4) Increase availability of library books for students related to diverse careers.	100%	100%	100%
5) Utilize a weekly ACE session for students to explore diverse career options.	100%	100%	100%

= Accomplished

= 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.

Next Year's Recommendation 2: Continue implementing the strategies listed/described in this performance objective

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Promote awareness of a variety of colleges and universities on the first Tuesday of each month and during College Week.	55%	70%	100%
2) Invite parents to attend the PISD College Night and share information that will help them prepare for their child's future.	65%	100%	100%
3) Display high school and college graduation years outside of each certified staff member's classrooms and encourage students to learn the informatoin.	100%	100%	100%
4) Display college flags/banner in cafeteria.	100%	100%	100%
5) Provide opportunities for eligible students to participate in the Duke Talent Search program.	33%	100%	100%
6) Organize ACE after-school classes by university names, encourage students to research their assigned school, and teach new facts about selected colleges.	33%	100%	100%
7) Create college information posters and display on each certified teachers door; share information with students during college week.	100%	100%	100%

100% = Accomplished 0% = 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.

Next Year's Recommendation 1: Continue this Performance Objective

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in the Pasadena ISD job fair in order to recruit highly qualified teachers.	100%	100%	100%
2) Assign a mentor to all first year certified staff and provide a buddy teacher for all experienced teachers new to the campus.	100%	100%	100%
3) Provide additional support for new staff members by collaborating during meetings, modeling lessons in the classroom, and sharing resources as needed.	75%	100%	100%
4) Require new teachers to attend Effective Teaching Practices training and provide instructional support on campus.	100%	100%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	33%	75%	100%
6) Schedule new teacher meetings and provide additional face-to-face meeting opportunities throughout the year.	50%	75%	100%
7) Encourage all staff members to serve on campus-based committees in order to expand their leadership skills.	100%	100%	100%
8) Provide coaching support for each certified staff member, basing decisions on each teacher's individualized needs.	50%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Recognize staff in a variety of ways during the school year.	50%	75%	100%
10) Establish a Courtesy Committee to provided support and celebrations for staff members.	100%	100%	100%
11) Plan campus social events during the year to develop personal relationships with others outside of school.	33%	85%	100%

= Accomplished

= No Progress

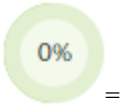
= Discontinue

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.

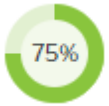
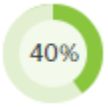
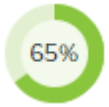
Next Year's Recommendation 1: Continue the performance objective described above

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide educational resources for parents during parent meetings and on the parent resource table.	66%	75%	100%
2) Encourage parents to participate in a variety of parenting classes and encourage them to volunteer on campus.	40%	65%	100%
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.	100%	100%	100%
4) Schedule first quarter report card conference and meet with parents to review and sign the parent, teacher, student compact.	100%	100%	100%
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(ren) at home.	40%	70%	100%
6) Schedule grade-level Book Breakfast meetings for parents to share reading strategies that can be used at home.	50%	75%	100%
7) Schedule Family Academic Nights to share effective strategies with parents.	50%	75%	100%
8) Require ACE parents to attend a minimum of two school events each semester.	33%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	= Accomplished  = 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.

Next Year's Recommendation 2: Continue this Performance Objetive

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administer 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 Tuesday folders to inform parents of their child's academic and behavioral progress and to share information concerning upcoming events and activities.			
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 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.			

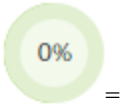
Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Schedule grade level music programs to showcase students' talents in fine arts and present programs to parents, students, and staff.	20%	70%	100%
9) Schedule Coffee with the Principals meetings to give parents and other stakeholders opportunities to participate in decision-making.	33%	70%	100%
10) Restock the LIttle Free Library at the beginning of each quarter and send REMIND message to encourage parents to "take a book, bring a book, for our students to enjoy	30%	50%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: During the school year, opportunities to connect with community leaders and business partners will increase by at least 5%.

Next Year's Recommendation 3: Continue Performance Objective

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Invite community and business leaders to participate in academic nights for reading, math, and science.	50%	70%	100%
2) Invite community and business members to assist students with reading as HOSTS mentors.	100%	100%	100%
3) Invite business and community members to participate in Career Day.	0%	60%	100%
4) Encourage high school students to provide support in a variety of ways during special events held at Parks.	30%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Receive dictionaries for all third grade students from Rotary Club members.	100%	100%	100%
6) Work with community organizations to provide support for needy students and their families during the holiday season.	70%	100%	100%
7) Collaborate with the Houston Food Back and other community partners to provide support for students who participate in the ACE program.	33%	100%	100%
8) Celebrate and appreciate business partners by encouraging staff and students to write thank you cards for the representatives.	33%	100%	100%
9) Encourage students and staff to donate food items for community activities.	80%	100%	100%

= Accomplished


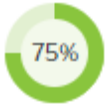
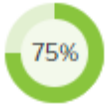
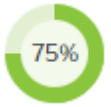
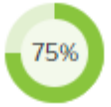
= No Progress

= 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.

Next Year's Recommendation 1: Continue Performance Objective

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 Conscious Discipline training and implement strategies.			
3) Review Safe and Civil lesson plans and implement strategies in all classrooms.			
4) Review and implement 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Work collaboratively with our BRT representative to provide support for students with chronic behavior concerns.	100%	100%	100%
10) Require all staff members to have Gang Awareness training.	100%	100%	100%
11) Collect and review discipline data and develop individual plans for repeat offenders.	50%	75%	100%
100% = Accomplished 0% = 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.

Next Year's Recommendation 2: Continue this Performance Objective

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.	100%	100%	100%
2) Provide training opportunities for all employees on blood borne pathogens, child abuse overview, diabetes, anaphylaxis, hazardous materials, and Stop the Bleed.	100%	100%	100%
3) Establish a crisis team and schedule an emergency drill each semester to practice safety procedures.	100%	100%	100%
4) Provide medicine procedure training for staff members assigned to administer medication to students when the nurse is unavailable.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide mass casualty incident training and establish a Mass Casualty Incident Process Map in accordance with the district plan.	100%	100%	100%

100% = Accomplished 0% = 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.

Next Year's Recommendation 3: Continue Performance Objective

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing crisis management training and document all emergency drills.	55%	75%	100%
2) Establish safety protocols for all common areas and field trips.	100%	100%	100%
3) Require staff members to follow safety procedures and document all accidents.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: The Parks staff will implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Next Year's Recommendation 4: Continue the Performance Objective

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support for student and staff participation in a variety of service projects.	60%	75%	100%
2) Encourage fourth grade students to participate in a variety of campus service clubs.	100%	100%	100%
3) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.	50%	75%	100%
4) Provide opportunities for 2nd and 3rd grade students to assist in the library each week.	50%	75%	100%

= Accomplished

= No Progress

= Discontinue

Pasadena High School Performance Objectives 2018-2019

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

Next Year's Recommendation 1: Work to improve consistent monitoring of attendance with more frequent interventions.

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	49%		55%
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	49%		65%
100% = Accomplished 0% = 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

Next Year's Recommendation 2: Increase coaching cycles for both LEP and ESL teachers.

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	44%		50%
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	49%		65%
100% = Accomplished 0% = 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

Next Year's Recommendation 3: Continue to implement curriculum and increase quality of PLCs

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	76%		100%
2) Continue consistent use and implementation of the TEKS aligned to district curriculum. SG - RDG: All, H, ED, SE,ELL; Graduation: All	76%		100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.

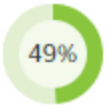
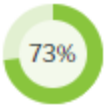
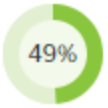
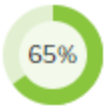
Next Year's Recommendation 4: Implement regular planning and professional development to increase the rigor of instruction.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Professional development on rigorous instruction and formative assessment and use of data to differentiate instruction.	50%		65%
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.	50%		70%
	100% = Accomplished	0% = 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.

Next Year's Recommendation 5: Content implementation of common Lesson planning and data reporting.

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.	10%		65%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.			

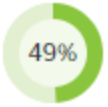
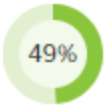
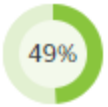
Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Key team leaders from core department areas will be trained in Data Team analysis strategies and serve as trainer of trainers for their departments. On-going data dissagregation and use this data to drive instruction as grade level core teams and as core departments.	47%		90%
10) Create Vertical Alignment conversation opportunities between Jackson and Queens	49%		55%
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.	51%		100%
12) Plan for and use questioning strategies to include non- volunteer questions.	48%		85%
13) Continue on going staff development and implementation of SIOP	49%		80%
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.	49%		50%

= Accomplished

= 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			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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 = 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.	100%	100%	100%
2) Extend current failure prevention interventions by providing additional options per all four tiers of the failure prevention plan.	49%	100%	100%
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."	30%		70%
4) Plan cooperative learning strategies/structures to include think-pair-shares, Kagan strategies and on-going training and support.	50%		70%
5) Throughout the year, continue staff development of for each proficiencies courses in selected areas.	50%		80%

= Accomplished

= 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.	100%	100%	100%
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)	6%		15%
3) Flexible opportunities for students to receive accelerated/intervention instruction (ie. extended day, plato credit recovery, and 8th period day, etc.)	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%
3) Small learning communities will be implemented in 9th, 10th and 11th grade SIOP teams.	100%	100%	100%
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.	50%		90%
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.	100%	100%	100%

100% = Accomplished 0% = 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.	50%	100%	100%
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.	100%	100%	100%
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.	80%		100%

100% = Accomplished 0% = 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.	20%		100%

Strategy Description	Formative Reviews		
	Oct	Feb	June

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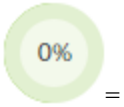

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Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

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).	10%		70%
2) PISD Special Programs will provide staff development and follow up walkthroughs for CTE faculty to provide direct support with ELPS and SIOP strategies.	51%		60%
3) Peer observations of model classrooms and as a way to build collegial opportunities for professional feedback and dialogue.	50%		70%
4) Provide on going training to ensure that lesson plans include opportunities for quadrant D moments.	50%		70%
5) Continue on going staff development and implementation SIOP	51%		100%
100% = Accomplished 0% = 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.	100%	100%	100%
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.	100%	100%	100%
3) Collaborate with PISD HR department and attend teacher recruiting trips to appropriate and relevant job fairs to recruit Highly Qualifies teachers.	100%	100%	100%
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.	100%	100%	100%
5) On going Safe and Civil Updates for staff	100%	100%	100%
6) Train and Implement CHAMPS Campus Wide	47%		65%
100% = Accomplished 0% = 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.	52%		100%
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.	49%		100%
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.	100%	100%	100%

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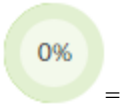

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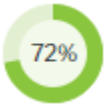
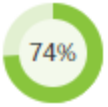
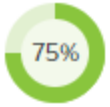
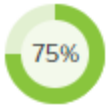
Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

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 = 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 = 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).	80%		100%
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).	80%		100%
100% = Accomplished 0% = No Progress = Discontinue			

Pearl Hall Elementary Performance Objectives 2018-2019

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.	50%	50%	75%
2) Implement the district scope and sequences for all courses in grades PK-4.	50%	75%	75%
3) Provide campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	50%	75%	75%
4) Integrate relevant literacy skills across all content areas.	50%	75%	75%
5) Implement gradual release model for lesson design and delivery.	50%	75%	75%
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.	50%	75%	75%
7) Ensure that all science classes incorporate hands-on and lab activities in alignment with state Science TEKS.	50%	75%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use online databases, eBooks, books, and other resources for specific TEKS.	50%	75%	75%
9) Provide staff development on utilization of online databases and resources.	50%	75%	75%
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.	50%	75%	75%
11) Build and convene content area curriculum committees to share successful implementation of research-based instructional practices.	50%	75%	75%
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.	50%	75%	75%
13) Develop and provide research-based instructional strategies and staff development plan for technology integration.	50%	75%	75%
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.	50%	75%	75%
100% = Accomplished 0% = 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.	50%	75%	75%
2) Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency.	50%	75%	75%
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.	50%	75%	75%
4) Provide staff development opportunities for regular education teachers on the intervention and Special Education referral process.	50%	75%	75%
5) Provide staff development on data disaggregation and how the data will drive instruction.	50%	75%	75%
6) Use data disaggregation to drive instruction.	50%	75%	75%
100% = Accomplished 0% = 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.	50%	75%	75%
2) Provide data talks on differentiation/scaffolding designed to meet the learning needs of every student.	50%	75%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	50%	75%	75%
4) Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance.	50%	75%	75%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	50%	75%	75%
6) Support campus PLC's.	50%	75%	75%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	50%	75%	75%
100% = Accomplished 0% = 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.	50%	75%	75%
2) Continue/maximize the campus use of Accelerated Reader.	50%	75%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide time and materials for purposeful reading during the school day.	50%	75%	75%
4) Provide information to teachers regarding special reading needs of dyslexia students.	50%	75%	75%
5) Identify student reading levels to monitor reading improvement, and align reading materials to their instructional level.	50%	75%	75%
6) Provide staff development about reading strategies.	50%	75%	75%
7) Provide library books and online resources to support all learning styles.	50%	75%	75%

100% = Accomplished 0% = 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.	50%	75%	75%
2) Promote GT Summer Exploration Camp opportunities.	50%	75%	75%
3) GT students will participate in Texas Performance Standards Project.	50%	75%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Students will be clustered and instructed by GT certified teachers.	50%	75%	75%
5) Implement GT Pullout program for identified students.	50%	75%	75%
6) Promote participation in the Duke Talent Search program in 4th grade.	50%	75%	75%

= Accomplished

= 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.	50%	75%	75%
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.	50%	75%	75%
3) Ensure the implementation of 504 accommodations for eligible students.	50%	75%	75%
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	50%	75%	75%
5) Implement research-based programs designed to accelerate student learning.	50%	75%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Provide additional support to parents of at-risk students.	50%	75%	75%
7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.	50%	75%	75%
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.	50%	75%	75%
9) Offer the Texas ACE program after school to selected students in 2nd-4th grade, to improve student attendance, behavior, and academics and to provide supplemental enrichment activities aligned with the regular academic program.	50%	75%	75%

= Accomplished

= 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.	50%	75%	75%
2) Provide opportunities for staff to attend ESL and ELPS training.	50%	50%	50%
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district's bilingual continuum.	50%	75%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Implement the ESL scope and sequence at all grade levels.	50%	50%	50%

100% = Accomplished 0% = 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.	50%	75%	75%
2) Provide mediation, conflict resolution, bullying, and Conscious Discipline training opportunities for students and staff.	50%	75%	75%
3) Create a crisis management plan, including safety drills.	50%	75%	75%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	50%	75%	75%
5) Provide Character Education programs.	50%	75%	75%
6) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.	50%	75%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Provide staff development concerning abuse and reporting obligations.	50%	75%	75%

100% = Accomplished 0% = 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.	50%	75%	75%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	50%	75%	75%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	50%	75%	75%
4) Administer Fitnessgram and use reports to drive instruction.	50%	75%	75%
5) Provide Parent Education Opportunities for coordinated school health.	50%	75%	75%

100% = Accomplished 0% = 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.	50%	75%	80%
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.	50%	75%	75%
3) Use grades and/or content specific grading rubrics.	50%	75%	75%
4) Use district guidelines regarding the appropriate use of homework.	50%	75%	75%
5) Use district-wide grade and/or content-appropriate retest standards.	50%	75%	75%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	50%	75%	75%
100% = Accomplished 0% = 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.	50%	75%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	50%	75%	75%

100% = Accomplished 0% = 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.	50%	75%	75%
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.	50%	75%	75%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	50%	75%	75%
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.	50%	75%	75%
5) Campus will follow district procedures regarding parental request for Special Education evaluation.	50%	75%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	50%	75%	75%
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.	50%	75%	75%
8) Campus will follow district policy to ensure that students with disabilities have access to facilities.	50%	75%	75%
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.	50%	75%	75%
10) Campus will include Special Education teachers in training regarding dyslexia and related disorders.	50%	75%	75%
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.	50%	75%	75%
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.	50%	75%	75%

100% = Accomplished 0% = 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.	50%	75%	75%
2) Classrooms will be equipped with at least the minimum requirements for the "21st Century Classroom."	50%	75%	75%
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.	50%	75%	75%
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	50%	75%	75%

= Accomplished

= 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.	50%	75%	75%
2) Ensure that all teachers have access to adequate technology for the implementation of TEKS requirements.	50%	75%	75%

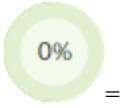
= Accomplished

= 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.	50%	75%	75%
2) Establish higher education promotion campaigns.	50%	75%	75%

= Accomplished


= 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.	50%	75%	75%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	50%	75%	75%

= Accomplished

= 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.	50%	75%	75%
2) Provide mentoring and staff development opportunities to new personnel.	50%	75%	75%
3) Expand leadership and mentoring opportunities for all staff.	50%	75%	75%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	50%	75%	75%

= Accomplished

= 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.	50%	75%	75%
2) Provide parent education programs on various topics.	50%	75%	75%
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	50%	75%	75%
4) Provide parent workshops regarding reading with children, including online resources and eBooks.	50%	75%	75%
5) Provide educational resources for parents on the campus website.	50%	75%	75%
6) Provide instructional resources for parents to utilize at home with their children.	50%	75%	75%
7) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information, and TAPR data.	50%	75%	75%
8) Provide information that can be utilized with students and parents in the interpretation of test results.	50%	75%	75%

= Accomplished

= No Progress

= Discontinue

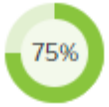
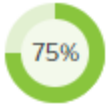
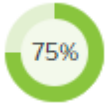
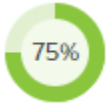
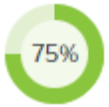
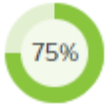
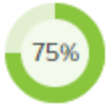
Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.	50%	75%	75%
2) Promote student/parent/business involvement through volunteerism.	50%	75%	75%
3) Promote service organizations for students (Student Council, Service Club, etc.).	50%	75%	75%
4) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteer of the Year, etc.)	50%	75%	75%
5) Participate in programs such as See to Succeed, Super Smile Savers, and Brighter Bites.	50%	75%	75%

100% = Accomplished 0% = 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.	50%	75%	75%
6) Provide opportunities to attend Gang Awareness training and Character Education programs.	50%	75%	75%
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.	50%	75%	75%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.	50%	75%	70%
9) Implement an age-appropriate and vertically aligned guidance curriculum.	50%	75%	75%

100% = Accomplished 0% = 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.	50%	75%	75%
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	50%	75%	75%
100% = Accomplished 0% = 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.	50%	75%	75%
2) Establish protocols for safety procedures at field trips.	50%	75%	75%
3) Provide opportunities for employees to be trained in personal safety.	50%	75%	75%
100% = Accomplished 0% = 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.	50%	75%	75%
2) Provide support for student and staff participation in service-learning opportunities.	50%	75%	75%

= Accomplished

= No Progress

= Discontinue

Pomeroy Elementary Performance Objectives 2018-2019

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.	15%	100%	100%
2) Implement the district scope and sequence for all courses in grades PK-4	100%	100%	100%
3) Provide campus based staff development to ensure consistent implementation of Curriculum and rigor and relevance standards	100%	100%	100%
4) Integrate relevant literacy skills across all content areas.	100%	100%	100%
5) Implement gradual release model for lesson design and delivery	100%	100%	100%
6) Use standardized rubrics for measuring responses for all writing assignments and /or assessments of all content areas	100%	100%	100%
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use on-line data bases, ebooks, books, and other resources for specific TEKS	100%	100%	100%
9) Provide staff development on utilization of on-line databases and resources	20%	100%	100%
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.	10%	100%	100%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.	100%	100%	100%
12) Implement research based strategies, such as the Big Eight, on a daily basis that promote a variety of learner engagement techniques.	25%	40%	55%
13) Develop and provide research based instructional strategies and staff development plan for technology integration.	100%	100%	100%
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.	100%	100%	100%

= Accomplished

= 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.	100%	100%	100%
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.	20%	30%	100%
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.	100%	100%	100%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	100%	100%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction.	100%	100%	100%
6) Use data disaggregation to drive instruction.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	25%	40%	50%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	100%	100%	100%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	100%	100%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	40%	40%	50%
6) Establish and support campus PLCs.	100%	100%	100%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Provide time and materials for purposeful reading during the school day.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide information to teachers regarding special reading needs of dyslexia students.	100%	100%	100%
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels	100%	100%	100%
5) Provide staff development about reading strategies	100%	100%	100%
6) Provide library books and on-line resources to support all learning styles.	100%	100%	100%

100% = Accomplished 0% = 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.	30%	100%	100%
2) Promote G/T Summer Exploration Camp opportunities			100%
3) G/T students will participate in the Texas Performance Standards Project.		55%	100%
4) Students will be clustered and instructed by G/T certified teachers.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Promote participation in the Duke Talent Search program in fourth grade.	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Ensure the implementation of 504 accommodations for eligible students.	100%	100%	100%
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	100%	100%	100%
4) Implement research-based programs designed to accelerate student learning.	100%	100%	100%
5) Provide additional and individualized support to parents of at risk students.	100%	100%	100%
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.	10%	10%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	100%	100%	100%
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.	100%	100%	100%
4) Implement the ESL scope and sequence at all grade levels.	100%	100%	100%
100% = Accomplished 0% = 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	100%	100%	100%
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Create a crisis management plans, including safety drills.	100%	100%	100%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	100%	100%	100%
5) Provide Character Education programs			60%
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.	100%	100%	100%
7) Provide staff development concerning abuse and reporting obligations	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	100%	100%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Administer Fitnessgram and use reports to drive instruction	5%	5%	100%
5) Provide Parent Education Opportunities for coordinated school health.	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.	100%	100%	100%
3) Use grades and/or content specific grading rubrics.	100%	100%	100%
4) Use district guidelines regarding the appropriate use of homework.	100%	100%	100%
5) Use district-wide grade and/or content appropriate standards.	100%	100%	100%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.	100%	100%	100%
2) 2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	100%	100%	100%
	100% = Accomplished	0% = 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.	100%	100%	100%
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.	100%	100%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%
5) Campus will follow district procedures regarding parental request for special education evaluation.	100%	100%	100%
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	100%	100%	100%
7) Campus will work with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.	100%	100%	100%
8) Campus will follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.	100%	100%	100%
10) Special Education teachers are included in training given in the area of dyslexia and related disorders	100%	100%	100%
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".	100%	100%	100%
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.	100%	100%	100%
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	100%	100%	100%

= Accomplished

= 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.			100%
2) Establish higher education promotion campaigns.	100%	100%	100%

= Accomplished

= 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.

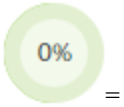
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Provide mentorship and staff development opportunities to new personnel.	100%	100%	100%
3) Expand leadership and mentoring opportunities for all staff.	100%	100%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	100%	100%	100%
5) Provide Peer Observation Opportunities	100%	100%	100%

= Accomplished


= 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.	100%	100%	100%
2) Provide parent education programs on various topics.	100%	100%	100%
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.	100%	100%	100%
5) Implement Give Me Five Parent Volunteer Partnership			
6) Provide parent workshops regarding reading with children, on-line resources, and eBooks	100%	100%	100%
7) Provide instructional resources for parents on the campus website.	100%	100%	100%
8) Provide instructional resources for parents to utilize at home with their children.	100%	100%	100%
9) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
10) Provide information that can be utilized with students and parents in the interpretation of test results.			

100% = Accomplished 0% = 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.	100%	100%	100%
2) Promote student/parent/business involvement through volunteerism	100%	100%	100%
3) Promote service organizations for students in school (Student Council, School Helpers, etc.)	100%	100%	100%
4) Participate in the See to Succeed program	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Provide opportunities to attend behavior management trainings.	100%	100%	100%
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).	100%	100%	100%
4) Create campus safety crisis management plans, including safety drills	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.	100%	100%	100%
6) Provide opportunities to attend Gang Awareness training and Character Education programs.	100%	100%	100%
7) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Establish protocols for safety procedures at field trips.	100%	100%	100%
3) Provide opportunities for employees to be trained in personal safety.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Provide support for student and staff participation in service learning opportunities.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

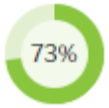
Queens Intermediate Performance Objectives 2018-2019

Goal 1: We will ensure that all students will have the necessary skills and knowledge through rigorous curriculum, effective instruction, STAAR results, and relevant learning experiences that will promote real life application.

Performance Objective 1: By June 2019, the percentage of All Students and each subgroups with meet "Approaches" performance on the 2019 Math, Reading, Science, Social Studies, and Writing STAAR test will increase by five percentage points. In addition, the focus will be the percentage of Hispanic students meeting "Approaches" on all STAAR tests and demonstrate progress according to Accountability Standards. Accountability Area Targeted: State Accountability

Next Year's Recommendation 1: Focus will be based on STAAR results for all subject areas.

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)	33%	72%	100%
2) We 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)	66%	69%	100%
3) We will 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)	66%	70%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) We will provide extended day opportunities, before and after school tutorials, and supplies for ALL students, with a focus on ELLs, recent immigrants, African Americans and whites (subgroups who scored below "Approaches" on STAAR 2018). TEC\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
5) Collaborative meetings with the ESL teachers, CCS for ELAR, and ESL peer facilitator 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)			
PBMAS 6) We will create and build a leveled library to accommodate various reading levels when scaffolding and differentiating classroom instruction. In the fall, the CCS and ELAR teachers will conduct literacy level testing for students. TEC\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
7) All students (with a focus on ELLs, M1, M2, African American, and white subgroups) will receive support and materials necessary to make them successful on common assessments, CBAs, and STAAR. (SG-WRI, READ, SS, ESL, SPED)			
8) Twice weekly Professional Learning Communities will be implemented to discuss and align curriculum, assess student needs, share resources, and vet ideas to improve student achievement. (SG-WRI, READ, SS, ESL, SPED).			
9) The campus will request the assistance of district specialists in reviewing lesson plans and data to assess student needs, share resources, and develop ideas to improve student achievement.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
10) The campus will ensure that all teachers are ESL/SIOP trained in the best instruction strategies for addressing ESL students.	66%	84%	100%
11) The campus will make a commitment to field trips and experiences that build cultural capital: 7th grade TAME Trailblazer science and engineering visit to campus; 8th PreAP ELAR to Holocaust Museum Houston; Connect program students to Lonestar Flight Museum.	20%	74%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: By June 2019, the percentage of students identified as Special Education students and EL students with meet "Approaches" performance on the STAAR Math, Reading, Writing, Social Studies, and Science tests will increase by five percentage points. Area Targeted: State Accountability

Next Year's Recommendation 2: We will work closely with the District Specialists in SpEd to assist our teachers and students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Identified Special Education students will participate in Imagine Math, LLI, Literably, Specially Designed Instruction lessons, and tutoring sessions in order 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)	66%	48%	70%
2) The 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)	100%	100%	100%
3) The 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)	100%	100%	100%
4) The campus will work collaboratively with district offices to document the 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 delineate the need for STAAR Alt (ex. PLAFF's, IEP's deliberations) or STAAR online; 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)	100%	100%	100%

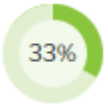
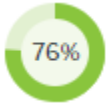
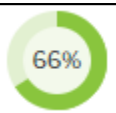
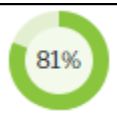
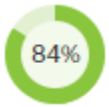
Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Teachers and staff will provide Specific Designed Instruction, accommodations, personnel support, and materials to ensure students identified as special education are being successful. TEC\u00c3\u0083\u00c6\u00c3\u00a2\u00e2\u0082\u00ac\u00c5\u00a1\u00c3\u0083\u00e2\u0080\u009a\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)	66%	77%	100%
6) The campus will work collaboratively with the District Special Education Office to ensure initial evaluations accurately determine special education eligibility and are completed within the required timelines. TEC\u00c3\u0082\u00c2\u00a739.106(b)(2), (SG-WRI, READ, SS, ESL, SPED)	100%	100%	100%
7) The 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)	100%	70%	100%
8) The campus will follow district policies to ensure students with disabilities have access to facilities. TEC\u00c3\u0082\u00c2\u00a739.106(b)(8), (SG-WRI, READ, SS, ESL, SPED)	100%	100%	100%
9) The campus will monitor Special Education students' successes through Skyward, AWARE, and teachers' assignments and assessments on a regular basis. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED)	66%	89%	100%
10) All Special Education reading and math teachers will participate in Imagine Math, LLI, and SDI, and receive in class support/feedback from district personnel during the school year.(SG-WRI, READ, SS, ESL, SPED)	33%	59%	70%
11) The campus will work with district specialists to collaborate on goals, lesson plans, instruction, and data to improve campus STAAR scores for special education populations.	66%	79%	100%
12) The campus will provide on-campus SPED professional development training about understanding SPED students, their accommodations, IEPs, implementing Specially Designed Instruction, and creating lesson plans that meet the needs of the SPED population.	21%	21%	30%
13) District specialists are creating a database of approved supplemental aids for instruction and testing for all students who qualify.	33%	85%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: By June 2019, the percentage of all students and each subgroups with "Meets" performance on the 2019 Math, Reading, Writing, Science, and Social Studies STAAR Tests will increase by five percentage points. In addition, the focus will be on ALL Students and seven

subgroups in Math and ELA/Reading for all students. Additional focus will be on the percentage of African American and white subgroups demonstrating "Meets" on all STAAR tests and demonstrate progress according to Accountability Standards. Accountability Area Targeted: Federal Accountability (ATS)

Next Year's Recommendation 3: We will focus on intervention classes for all teachers using best instructional strategies that address learning gaps in SEs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The campus will 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) The campus will implement school-wide research based strategies to support student learning, such as teachers using SIOP strategies, attention signals, frequently checking for understanding, students speaking in complete sentences, randomization, use of academic vocabulary word walls, and Specially Designed Instruction. 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 the district scope and sequence; assessments will be aligned to the content and cognitive levels of objectives. TEC\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
4) Teachers will participate in twice weekly campus PLC meetings and district 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) The campus will administer Curriculum Based Assessments and teacher made assessments and disaggregate data to measure student progress, assign data based tutorials, 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 rooted in various trainings about research 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 will meet twice weekly by subject/grade level to plan lessons and interventions based on SEs. (SG-WRI, READ, SS, ESL, SPED)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Staff overtime will be utilized in areas of need to support campus goals and student achievement.	66%	89%	100%
10) We have created additional elective classes for math 7 and 8 that is used for remediation to focus on Readiness and Supporting standards that support ALL students.	66%	92%	100%
11) We have created additional periods for reading that will be implemented by the AVID/study skills and dyslexia teachers to focus on Readiness and Supporting standards that support ALL students.	66%	100%	100%
12) CCS, CCCs, and teachers will visit other campuses with similar populations to see what they are doing to meet their students' need and determine if those actions can be replicated here.	66%	79%	100%
13) We have created additional elective classes for social studies that is used for remediation to focus on Readiness and Supporting standards that supports ALL students.	66%	85%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: By June 2019, 100% of the students identified as gifted and talented will demonstrate "Masters" performance on the STAAR Math, Reading, Writing, Social Studies, and Science Tests. Accountability Area Targeted: State Accountability

Next Year's Recommendation 4: We will focus on creating enrichment lessons and events for student idientified as Gt and provide more training for teachers to address GT students needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The campus will 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)	33%	63%	70%
2) The campus will provide students with the opportunity to participate in the Name that Book Competition, TWEENS READ, and Pentathlon. TEC\u00c3\u0082\u00c2\u00a739.106(b)(8)	33%	65%	70%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) The campus will provide supplies and after school enrichment programs for students in areas of interest including, but not limited to, family activities, field trips, and Saturday activities (21st Century ACE). TEC\u00c3\u0082\u00c2\u00a739.106(b)(8), (SG-WRI, READ, SS, ESL, SPED)	66%	86%	100%
4) The campus will provide gifted and talented students enrichment opportunities and supplies in order to stretch learning and make them highly successful. TEC\u00c2\u00a739.106(b)(10	81%	88%	65%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 5: By June 2019, the average daily attendance (ADA) will be at least 97%. Accountability Area Targeted: State Accountability

Next Year's Recommendation 5: We will continue to use the truancy providers and the assistance of the attendance clerk to maintain high attendance rates.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will monitor daily attendance reporting to ensure accuracy in state reporting. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12)	95%	95%	100%
2) We will call students who are absent two consecutive day. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12)	100%	100%	100%
3) We utilize automated phone system to contact parents when a child is absent. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12)	100%	100%	100%
4) We call and 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)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) We conference and 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)	100%	89%	90%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 6: By June 2019, 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

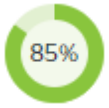
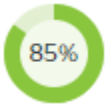
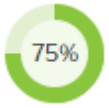
Next Year's Recommendation 6: We will continue to educate and monitor our students and staff on nutrition.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will participate in universal breakfast. TECA39.106(b)(7) (11)(12)	100%	100%	100%
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)	0%	0%	0%
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)	33%	84%	100%
4) Students will participate in physical activities during physical education. TECA39.106(b)(8)	100%	100%	100%
5) Students will participate in physical education assessments including but not limited to fitness gram assessements. TECA39.106(b)(7) (11)(12)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	= Accomplished = No Progress = Discontinue		

Performance Objective 7: By June 2019, ALL students and each subgroup, including special education students, ELL students, Economically Disadvantaged students, White students, Hispanic students, and African American students tested on STAAR will receive "Approaches" performance in reading, writing, math, science, and social studies sections of the state assessments and each group will increase by five percentage points. Accountability Area Targeted: State Accountability

Next Year's Recommendation 7: We will train all new staff on SIOP strategies and monitor lesson plans to ensure that SIOP strategies are being implemented.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All ELAR teachers will gain ESL certification by May 2019. (SG-WRI, READ, SS, ESL, SPED)			
2) Teachers will participate in PLC meetings twice weekly to align curriculum, assess student needs, and share resources, supplies and ideas to improve student achievement including SE targeted interventions for students. (SG-WRI, READ, SS, ESL, SPED).			
3) The campus will use research-based high yield strategies such as Big 8 Literacy Strategies, 7 Steps to a Language Rich Classroom strategies, SIOP, Specially Designed Instruction, TRTW, ABC Writing, formal writing assessments, and interactive vocabulary word walls to promote a rigorous writing program in support of student learning. (SG-WRI, READ, SS, ESL, SPED)			
4) The campus will provide supplies for ESL teachers and testing materials for the ESL clerk to support student achievement and performance.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) All ELAR teachers will receive SIOP training during Focus training and throughout the 2018-2019 school year.	100%	75%	80%
6) We will provide small group guided reading pull-outs for beginning and emergent readers.	33%	85%	100%

= Accomplished

= No Progress

= Discontinue

Goal 2: We will provide safe, supportive, engaging, and flexible learning environments, structures, and schedules that meet the needs of all 21st century learners.

Performance Objective 1: By June 2019, the campus will have provided information and created systems to eliminate incidents of bullying. Accountability Area Targeted: State Accountability

Next Year's Recommendation 1: We will focus more on an anti-bully initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The campus with counselor support will provide an anti-bullying training session to all teachers and professional staff. TECA39.106(b)(8)	60%	71%	80%
2) The campus will 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)	87%	90%	100%
3) The campus with counselor support will provide anti-bullying literature to parents through parent meetings and trainings. TECAÃ‚Æ’39.106(b)(8)	0%	81%	80%
4) The campus will utilize a school-wide anti-bullying reporting system. TEC\u00c3\u0083\u00e2\u0080\u009a\u00c3\u0082\u00c2\u00a739.106(b)(8)	0%	30%	80%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 2: By June 2019, we will increase the amount of students participating in the 21st Century Program (ACE) that provides before and after school enrichment activities and homework assistance. Accountability Area Targeted: State Accountability

Next Year's Recommendation 2: We will continue to utilize the ACE program to program after school activities for our campus.

Performance Objective 3: By June 2019, we will increase student awareness of college requirements and 21st century career options. Accountability Area Targeted: State Accountability

Next Year's Recommendation 3: We will focus on high school and college/ career goals for all of our students..

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) In the spring counselors and the 7th grade english teachers will administer Kuder Career Interest Inventory to 7th grade students and utilize results in development of the 4 year plans. TECÃƒÆ'39.106(b)(10)	0%	50%	70%
2) The counselors will conduct college week activities to promote college awareness.	33%	91%	100%
3) The counselors and supporting staff will interview each 8th grader to determine their career choice which will impact their class selection for high school and college.	0%	94%	100%
4) The campus will hold Endorsement Day to celebrate and recognize 8th grade students career selections that will impact high school and college courses.	0%	20%	

= Accomplished

= No Progress

= Discontinue

Performance Objective 4: By June 2019, increase the effectiveness and attendance of tutorials (morning and after school tutorials, Saturdays, extended day, etc.) for all grade levels. Accountability Area Targeted: State Accountability

Next Year's Recommendation 4: We will focus on the intervention periods scheduled for each teacher.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The campus staff (intervention team, counselors, administration, etc.) will meet both formally and informally with students regarding opportunities for academic support and tutorial options.	33%	84%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Connect students participate in intervention period, Mentor Mondays, and homeroom activities that focus on goal-setting, smart goals, habits of success, and contracts designed to help them identify areas of need for tutorials, etc.	66%	82%	100%

= Accomplished

= 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 2019, we will increase student awareness of college readiness test, other college requirements, and 21st century career options. Accountability Area Targeted: State Accountability

Next Year's Recommendation 1: We will focus on college and career choices for all students next year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The campus Avid teacher and counselors will provide field trip opportunities to college and universities to all grade levels. TECÃƒÆ'39.106(b)(8)	33%	90%	70%
2) The campus and counselors will provide campus wide college and career fair experiences to all students. TECÃƒÆ'Ã‚Æ'39.106(b)(8)	33%	75%	75%
3) The counselors will provide college week activities to expose students to information about attending college. TECÃƒÆ'Ã‚Æ'Ã‚â€šÃ‚Æ'39.106(b)(8)	33%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2019, 100% of our professional staff will participate in regular staff development trainings focused on campus initiatives and students needs as measured through walkthroughs, observations, and STARR results. Accountability Area Targeted: State Accountability

Next Year's Recommendation 1: Our CCS and academic coaches will provide more support in the classroom, intervention periods, and with our student small groups and teachers.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will actively participate in PLC meetings twice weekly 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)	66%	88%	100%
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)	75%	100%	100%
3) Peer facilitators and the ELAR Content Specialist will provide support and coaching in the core areas. 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)	66%	79%	80%
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)	33%	86%	90%
5) New teachers will receive a mentor. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(1)(5)	100%	100%	100%
6) The campus will hire Title I instructional aides to provide student support in the classroom.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) The campus will hire peer facilitators (campus content coaches) to provide support for teachers and at-risk students.	100%	100%	100%
8) Queens utilizes a software system (Plan 4 Learning) for the Campus Improvement Plan.	100%	100%	100%
9) The campus will hire Title I Content Specialist for ELAR to support ELAR teachers and All students in the classroom.	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2019, we will provide parent trainings, workshops, and family activities in order to increase parental engagement on campus and increase parental involvement by 10%. Accountability Area Targeted: State Accountability

Next Year's Recommendation 1: We provide more family meeting, activities, and events focusing on study habits, college and career, and assessments such as PSAT and STARR.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The campus will provide training and supplies for parents on various topics (Title 1 School-wide Components, Anti-Bullying). TEC39.106(b)(4)	66%	84%	75%
2) The campus will provide opportunities to discuss academic performance and expectations through parent conferences, open house nights, etc.. TEC 39.106(b)(4)	66%	87%	75%
3) The campus will provide school-parent compacts from the district. TEC 39.106(b)(4)	100%	100%	100%
4) The campus will host academic nights such as Family Literacy Night, Dunking with Dad, 7th grade First Day, and Family Dance.	66%	85%	100%

= Accomplished

= No Progress

= Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By June 2019, we will increase the number of community businesses and partnerships participating in college and career fair, mentor program, ACE program, other school activities by 10%. Accountability Area Targeted: State Accountability

Next Year's Recommendation 1: We will create a committee that will focus more on parent, community, and business partnerships.to support our campus.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The campus will recruit colleges and businesses to participate in Career Day or Community Night. TEC39.106(b)(4)	0%	0%	0%
2) The campus will seek and develop new partnerships with business and community that will provide resources and others supports for our students. TEC39.106(b)(4)	0%	0%	0%
3) The campus will continue to support and work with community organizations, and provide instructional materials to nearby apartment complexes for students Pre-K through 12th grade. TEC39.106(b)(4)	0%	0%	0%

100% = Accomplished 0% = 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 2019, we will ensure that 100% of all learning environments are equipped with technology appropriate to the grade level, subject, curriculum, and needs of our students. Accountability Area Targeted: State Accountability

Next Year's Recommendation 1: We will continue to use blending learning and the CONNECT program in our curriculum.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The campus will ensure schoolwide participation in the district 1:1 technology initiative which provides students with a personal student netbooks. (pending parent contract).	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: By June 2019, 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

Next Year's Recommendation 2: We will have our tech liaisons to create professional development to enhance teachers skills with technology.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The campus and district utilizes resources to ensure core teachers have access and training to effectively implement components of technology applications such as Imagine Math, CONNECT, Literably, LAN School, STAAR on-line testing and Schoology in order to support for 1:1 implementation. TEC\u00c2\u00a739.106(b)(10)	66%	55%	60%

Strategy Description	Formative Reviews		
	Oct	Feb	June
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: By June 2019, we will ensure that 70% of all faculty are utilizing virtual/technological formative assessments to support instructional needs and interventions. Accountability Area Targeted: State Accountability

Next Year's Recommendation 3: We will focus on the HABITS OF SUCCESS and goal planning for all students on campus using software.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The campus and tech liaisons will provide access and training to teachers on 1:1 devices to be utilized in the classroom. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(1)(5)	5%	13%	20%
2) The campus will review data to match academic, technological supports, and resources to student needs during interventions and tutoring through Schoology, Personalized Learning (CONNECT), Literably, Imagine Math, and Rosetta Stone programs. EC\u00c3\u0083\u00c2\u0082\u00c3\u0082\ u00c2\u00a739.106(b)(7)(11)(12)	33%	76%	100%
3) The campus provides personalized learning through the CONNECT instructional model, wherein students receive curriculum through their 1:1 devices.	100%	100%	100%
4) CONNECT teachers are given an initial two day in-service and regular trainings on the use of the 1:1 device and the CONNECT curriculum.	33%	86%	100%
5) CONNECT students will be provided enrichment activities such as field trips and supplies to enhance students' learning and skills.	66%	66%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Rayburn High School Performance Objectives 2018-2019

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 district scope and sequence, instructional strategies, and campus assessments to the TEKS /College and Career Readiness Standards based instructional targets to ensure student success.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) PLCs meet twice weekly to review lesson plans using the 4 PLC questions, ensuring scope and sequence alignment, aligned learning goals and activities, effective instructional strategies, effective questioning strategies, literacy strategies, and assessment.	34%	60%	75%
2) Any student who fails an EOC test will be provided remediation: voluntary individual tutorials, LLI Reading Intervention, Texan Time, pull out reteach opportunities, extended day opportunities, and continual support during the school day in all classes.	32%	50%	80%
3) All staff will attend FOCUS meetings/DWSD to learn appropriate instructional strategies and align lessons to district scope and sequence.	39%	85%	95%

= Accomplished

= 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.	17%	30%	50%
2) Teachers will implement before, during, and after reading strategies to increase student engagement and build literacy skills.	22%	55%	55%
3) Implementation of a variety of research-based writing strategies.	20%	40%	50%
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.	24%	40%	80%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: Professional Learning Communities will meet at least 90 minutes per week to answer the four PLC questions, vet lessons, review/discuss effective instructional strategies, create team common assessments, and analyze data.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) PLCs will adjust instruction and instructional strategies to increase student success after analysis of CBAs, Mock STAAR, EOCs, and other formative and summative assessments.	33%	55%	70%
2) PLCS will analyze by student by standard data to drive instruction and intervention. standard.	28%	30%	50%

100% = Accomplished 0% = 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 has reviewed the previous year state assessment scores for each student with a disability to determine baseline data.	29%	45%	100%
2) For each SPED student who failed a STAAR test, develop an IPI strategically targeting a specific reporting category focused on an area that will most benefit the student.	20%	75%	100%
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 and STAAR Alt (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR an STAAR Alternative Participation Requirement Forms	24%	90%	95%
4) Campus will work with district personnel to draft targeted IEP goals and objectives.	25%	40%	50%
5) Campus will implement decision-making process to determine which assessments each student will take each year for STAAR.	33%	80%	100%
6) Campus will ensure recommended accommodations/modifications are targeted & data-driven for each student.	26%	40%	60%
7) Campus will monitor to ensure IEPs are implemented with fidelity & will make data-driven adjustments as necessary for student success.	27%	55%	70%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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)	24%	60%	80%
9) 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.	24%	80%	100%

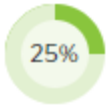
= Accomplished

= 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, African American and White Non-Hispanic.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Limited English Proficient students will be provided opportunities and resources, during the school day, to use the Rosetta Stone, LLI, Edgenuity, dictionaries, and LUCHA programs to prepare them for success on STAAR assessments	35%	90%	100%
2) Teachers will use assessment data and classroom observations to create small group instructional opportunities within the classroom setting to provide targeted instruction.	23%	50%	75%
3) Teachers will post specific content and language objectives aligned with the district scope and sequence. Language objectives and instruction will target listening, speaking, reading, and writing to support academic language acquisition.	24%	35%	50%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) All special population students will be scheduled to attend EOC tutorials before and after school and during assigned Texan Time. Tutorials will be based on areas of weakness as indicated formative and summative assessment. Targeted weaknesses will be addressed			
= Accomplished = 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 faculty and staff to communicate with students on college and career readiness.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) PSAT/SAT test preparation lessons will be provided to Homeroom teachers to implement during Homeroom sessions prior to school-wide PSAT and SAT day.	100%	100%	100%
2) Use of Khan Academy test preparation and the College Board score linking tool in Math and English classes. Students will link their own PSAT results to their Khan Academy account.	11%	45%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 2: SRHS faculty and staff will promote post-secondary readiness and the college application process.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The following programs and events will promote higher education and support students in the college exploration and application process: PISD College Week, PISD College Night, PSAT/ACT/SAT preparation and registration, College Application Weeks, Financial Aid Information Night, FAFSA Labs, Decision Day Celebration, AVID course offering, Houston Area Recruiters Network (HARN) SRHS College Fairs at lunch periods, SRHS Alumni College Panel	14%	85%	100%
100% = Accomplished 0% = No Progress = Discontinue			

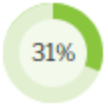
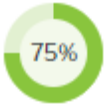
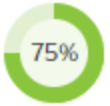
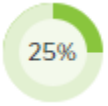
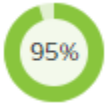
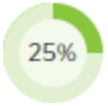
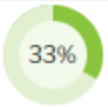
Performance Objective 3: SRHS faculty and staff will promote career focused programs and activities to ensure that all students are career and world ready.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Careers will be explored through ASVAB, Annual Elective Fair, and Endorsement Plan selection.	0%	70%	85%
2) Advisory classes will offer lessons in which students link their PSAT results to College Boardâ€™s Big Future career exploration tools	0%	70%	85%
3) Career and Technology Education classes will host guest speakers from related career fields and/or provide career field experience.	20%	90%	100%

100% = Accomplished 0% = 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 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.			
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 core teachers with G/T students will be G/T certified.			
5) All core 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. (Teacher in the bleachers, Shout outs, Spirit Days. Interview questions will be tailored to meet our campus needs/goals)			

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Interview prospective employees and follow up with detailed reference checks.	36%	100%	100%
9) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	38%	85%	85%
10) SRHS will utilize content specialists to facilitate staff development and coach instruction.	39%	90%	100%
100% = Accomplished 0% = 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.	37%	100%	100%
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, Attendance and Safe and Civil Schools, Principals Student Advisory Committee, and other committees established as necessary.	30%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = No Progress = Discontinue			

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

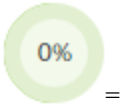
Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Each club or organization 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.	22%	60%	75%
2) Increase opportunities and encourage parents to attend meetings (i.e. Open House, 504 mtgs, 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).	27%	85%	85%
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.	29%	85%	90%
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, Skyward Family Access, and home visits.	33%	60%	70%
100% = Accomplished 0% = 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.	0%	0%	100%
2) Faculty and staff will provide evening informational workshops on topics related to academic, college and career readiness and other relevant topics.	30%	60%	100%

= Accomplished


= 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 utilize PBIS strategies to create a safe environment that promotes positive learning relationships between teachers and students and improve school culture and climate.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The safe and civil committee will meet monthly to evaluate data.	30%	80%	90%
2) Use PBIS data to make informed decisions for future staff development	12%	90%	95%
3) Offer various student incentives to improve attendance, discipline, and academic performance.	0%	20%	20%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: SRHS faculty and staff will teach and model citizenship and promote a sense of campus community for all students and staff.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Establish PRIDE values that students and staff will be held to.	51%	60%	85%
2) Teach character education lessons in homeroom introducing pride values.	51%	60%	70%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Encourage teacher and student involvement in academic and extracurricular activities, and clubs/organizations through 8th grade visits, parent nights, festivals, call outs, social media, open house, and award ceremonies.	31%	65%	90%
4))Promote teacher involvement through staff incentives such as teachers in the bleachers, jean days, and Texan shout-outs	30%	70%	90%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: To ensure the physical well-being of SRHS faculty, staff and students, they will be given the opportunity to participate in wellness challenges and 100% of students receiving PE credit will participate in the Fitness Gram

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All non-PE teachers who teach a course in which PE credit can be earned will be trained in executing the exam and entering results annually. Ex. band District personnel and or campus coaching staff will conduct training.	0%	90%	100%
2) Teachers will be given the opportunity to participate in all district Wellness challenges such as the Stress Less or Move More challenges.	20%	60%	60%
3) Teachers and students will be encouraged to participate in at least one organized fitness activity per semester.	0%	40%	40%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 4: Develop a school counseling program that allows school counselors to meet student social, emotional needs by following TCA CREST application guidelines.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Deliver regularly scheduled guidance lessons during homeroom time.	23%	100%	100%
2) Provide targeted small group counseling during Texan Time.	100%	100%	100%
3) Review the counseling program goals and objectives to meet the needs of our campus through the advisory committee.	30%	75%	75%
4) Conduct weekly PLC meetings to evaluate counseling program goals and objectives.	30%	90%	100%
5) Provide community resources and referrals through the Mental Health Festival.	100%	100%	100%
6) Collaborate with Communities in Schools to provide student responsive services.	34%	95%	100%
7) Provide professional counseling services through Innovative Alternatives on campus.	30%	75%	100%
8) Staff training and professional development on social emotional learning.	0%	60%	100%

100% = Accomplished 0% = 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 such as; toy drives, food drives, and volunteerism. Connect with community organizations whose purpose aligns with campus efforts.	30%	50%	65%
2) Senior student participation in a community service project.	0%	0%	100%
3) Increase participation in district HOST mentoring program with Elementary Schools.	30%	60%	100%
100% = Accomplished 0% = 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.	30%	75%	100%
2) School partnership will be established with Community in Schools to address student needs.	100%	100%	100%
3) Community resource program will be established to support student needs through partnership with: Food Banks, CIS, and Salvation Army.	37%	60%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = 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, document cameras, etc).	30%	100%	100%
2) Teachers will integrate opportunities for students to conduct research, demonstrate creative thinking skills, and develop presentation skills through the use of technology.	30%	90%	90%
3) Staff members will integrate opportunities for students to demonstrate responsible use of technology including social media, digital textbooks, and online resources.	30%	85%	85%
100% = Accomplished 0% = No Progress = Discontinue			

Red Bluff Elementary Performance Objectives 2018-2019

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.	40%	65%	95%
2) Implement the district scope and sequences for all courses in grades PK to 4.	40%	70%	95%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	30%	65%	100%
4) Integrate relevant literacy skills across all content areas.	40%	70%	95%
5) Implement gradual release model for lesson design and delivery.	35%	60%	85%
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.	20%	45%	65%
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.	20%	35%	50%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use on-line databases, eBooks, books and other resources for specific TEKS.	25%	45%	55%
9) Provide staff development on utilization of on-line databases and resources.	20%	70%	85%
10) Provide staff with the training necessary to implement differentiated research based strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.	40%	50%	90%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.	15%	30%	55%
12) Provide instructional materials to implement research based strategies on a daily basis that promote a variety of learner engagement techniques.	15%	40%	75%
13) Develop and provide research based instructional strategies and staff development plan for technology integration.	15%	40%	70%
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.	100%	100%	100%
100% = Accomplished 0% = 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.	50%	65%	85%
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.	25%	50%	85%
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.	10%	25%	45%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process	45%	55%	75%
5) Provide staff development on data disaggregation and how the data will drive instruction.	20%	45%	90%
6) Using the data provided, develop quality instruction to move students forward in academic areas.	20%	50%	80%

= Accomplished

= 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.	35%	60%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	30%	50%	80%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	20%	45%	95%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	20%	45%	95%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	35%	60%	90%
6) Establish and support campus PLCs.	30%	60%	100%
7) Allow time for consistent vertical, horizontal, and team planning as well as campus based staff development.	40%	50%	85%
100% = Accomplished 0% = 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.	25%	45%	95%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Continue/maximize the campus use of Accelerated Reading Program.	50%	70%	90%
3) Provide time and materials for purposeful reading during the school day.	100%	100%	100%
4) Provide information to teachers regarding special reading needs of dyslexia students.	100%	100%	100%
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	25%	55%	85%
6) Provide staff development about reading improvement	30%	70%	90%
7) Provide library books and online resources to support all learning styles.	50%	75%	95%

100% = Accomplished 0% = 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	60%	80%	100%
2) Promote G/T Summer Exploration Camp opportunities.	5%	20%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) G/T students will participate in Texas Performance Standards Project	10%	40%	100%
4) Students will be clustered and instruction by G/T Certified teachers.	100%	100%	100%
5) G/T program for identified students will be serviced in the classrooms.	100%	100%	100%
6) Promote participation in the Duke Talent Search program in fourth grade.	10%	25%	40%

100% = Accomplished 0% = 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 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.	10%	45%	90%
2) Ensure the implementation of 504 accommodations for eligible students.	50%	80%	95%
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS	5%	30%	65%
4) Implement research-based programs designed to accelerate student learning.	10%	35%	90%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide additional and individualized support to parents of at-risk students.	15%	35%	45%
6) Participate in transition meetings to support ELL students at they move from 4th to 5th grade.	0%	0%	95%
7) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.	30%	50%	80%
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.	40%	55%	90%
9) Provide staff development opportunities which offer instructional strategies, materials, and activities for the at-risk learner.	20%	45%	55%

100% = Accomplished 0% = 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.	40%	70%	100%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	40%	50%	80%
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.	20%	45%	90%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Implement the ELL scope and sequence at all grade levels.	40%	70%	95%

100% = Accomplished 0% = 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	50%	75%	95%
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	15%	35%	80%
3) Create a crisis management plan, including safety drills.	25%	55%	90%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	15%	45%	90%
5) Provide Gang Awareness training and Character Education programs.	10%	20%	30%
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.	15%	30%	45%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Provide staff development concerning abuse and reporting obligations	100%	100%	100%

100% = Accomplished 0% = 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.	40%	70%	100%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	45%	80%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	35%	60%	100%
4) Administer Fitnessgram and use reports to drive instructions	10%	50%	100%
5) Provide Parent Education Opportunities for coordinated school health.	30%	60%	100%

100% = Accomplished 0% = 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.	40%	70%	90%
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.	25%	60%	90%
3) Use grade and/or content specific grading rubrics.	25%	65%	100%
4) Use school guidelines regarding the appropriate use of homework.	20%	60%	95%
5) Use district wide grade and/or content appropriate retest standards.	15%	40%	65%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	15%	30%	60%
100% = Accomplished 0% = 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	15%	45%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.	45%	65%	100%

100% = Accomplished 0% = 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.	55%	75%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.	45%	65%	95%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	15%	45%	85%
4) Work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.	15%	50%	80%
5) Campuses will follow district procedures regarding parental request for special education evaluation.	25%	45%	65%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	15%	60%	95%
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.	70%	90%	100%
8) Follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%
9) Provide instructional materials and training for all teachers and paraprofessionals working with students with disabilities.	100%	100%	100%
10) Include special education teachers in training given in the area of dyslexia and related disorders.	100%	100%	100%
11) Monitor the number of students with disabilities being served in the least restrictive environment	80%	85%	100%
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.	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom".	100%	100%	100%
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.	45%	55%	80%
4) Ensure that all teachers have access to adequate technology to the implementation of TEKS/STAAR requirements.	25%	45%	80%

= Accomplished

= 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.	20%	45%	55%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	100%	100%	100%

= Accomplished

= 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.	25%	100%	100%
2) Establish higher education promotion campaigns.	25%	100%	100%
3) Expose students to colleges both through technology and taking students to see events at colleges and exposure to different colleges in Texas.	30%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.	35%	45%	65%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day and Careers On Wheels Day.	0%	0%	0%
	100% = Accomplished	0% = No Progress	= Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

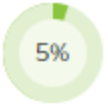
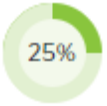
Performance Objective 1: During the current school year 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support and staff development opportunities to increase skills in building relationships.	50%	80%	100%
2) Provide mentorship and staff development opportunities to new personnel.	60%	80%	100%
3) Expand leadership and mentoring opportunities for all staff.	10%	35%	45%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	20%	45%	60%
5) Provide peer observation opportunities.	30%	65%	95%

100% = Accomplished 0% = 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.			

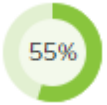
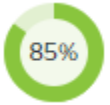
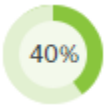
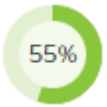
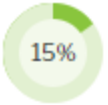
Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

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.	20%	40%	60%
2) Promote student/parent/business involvement through volunteerism.	10%	35%	75%
3) Promote service opportunities to students throughout the year.	15%	35%	55%
4) Participate in the See to Succeed program	20%	100%	100%
5) Implement Campus Spotlight and/or awards for exceptional service. (Teacher of the Year, Paraprofessional of the Year, Volunteer Awards, Business Recognition, etc.)	10%	30%	100%
	100% = Accomplished	0% = 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			

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.	25%	65%	95%
6) Provide opportunities to attend Gang Awareness training and Character Education programs.	5%	10%	15%
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.	100%	100%	100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.	35%	55%	75%
9) Implement and age appropriate and vertically aligned guidance curriculum.	30%	70%	100%

= Accomplished

= 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.	100%	100%	100%
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	100%	100%	100%

= Accomplished

= 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.	25%	60%	80%
2) Establish protocols for safety procedures at field trips.	100%	100%	100%
3) Provide opportunities for employees to be trained in personal safety.	0%	0%	0%
4) Establish protocols for safety procedures at field trips for parents.	100%	100%	100%

= Accomplished

= 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.	60%	100%	100%
2) Provide support for student and staff participation in service learning opportunities.	25%	55%	100%

= Accomplished

= No Progress

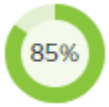
= Discontinue

Richey Elementary Performance Objectives 2018-2019

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.

Next Year's Recommendation 1: Add goals to address student progress and closing the gaps in math skills and reading levels. Address our special ed. and ELL population instructional needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) K- 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, Common Assessment, CBA, & STAAR data, reading levels, TELPAS results, writing samples, calibrations and analyzing student writing protocol) (Pre-K through 4th grade).[ATS:Reading/All Students, Hispanic, ED]			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.			80%
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). [ATS:Reading/All Students, Hispanic, ED]			60%
6) Attend 5th grade transition meetings to align ESL instructional levels.			100%
7) Provide all teachers (Pre-K through 4th, specials staff and paraprofessionals) with instructional materials and technology necessary to implement the curriculum (scanners, foldable paper, materials/resources per content areas, art supplies, copy paper, anchor chart paper, toner, running record materials, office supplies, etc.)			100%
8) Title I staff (counselor, parent coordinator, teachers, office clerk, PFs & instructional aides) will be utilized to provide academic support to students, coaching for teachers, and behavioral supports for students.			80%
9) Provide staff development on data disaggregation and how the data will drive instruction (i.e. reading data protocol meetings). [ATS:Reading/All Students, Hispanic, ED]			90%
100% = Accomplished 0% = 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.

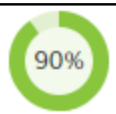
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Pre-K teachers will follow district timelines so that students have access to the full range of pre-k guidelines.			100%
2) Kindergarten teachers will follow district timelines so that students have access to the full curriculum.			100%
3) 1st and 2nd grade teachers will follow district timelines so that students have access to the full curriculum.			100%
4) 3rd & 4th grade teachers will follow district timelines to ensure that all students have access to the full curriculum.			100%
100% = Accomplished 0% = 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.			50%
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.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Richey will follow district procedures regarding parental request for special education evaluation.			100%
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 Alt (i.e., PLAFFPs, IEPS, deliberations) and (3) utilizing TEA required STAAR Alternative Participation Requirement Forms.			100%
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.			100%
6) Richey will follow district policy to ensure students with disabilities have access to facilities.			100%
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			100%
8) Identified special education students will be clustered to facilitate the support facilitation model.			100%
9) Allocate personnel and supportive scheduling to facilitate the support facilitation model.			100%
10) Teachers will create instructional groups using Aware data, Quintile data, BAS data, targeted instructional plans, and other classroom data to differentiate instruction to meet learner needs.			85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
11) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			100%
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 BAS assessment and grade-level assessments.			90%
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.			100%
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/BAS, progress reports, benchmark results, etc.			95%
15) Ensure appropriate accommodations for eligible students (504/dyslexia, LEP, special education, etc.)			100%
16) Ensure that instruction in bilingual classrooms follows the district bilingual continuum for English language acquisition.			60%
17) Utilize reports from TELPAS to determine rate of English language acquisition, appropriate linguistic accommodations, and to report progress to parents.			100%
18) Determine the appropriate language of instruction/ testing based on student needs.			100%
19) Ensure bilingual program guidelines are followed to ensure correct placement in the program as appropriate.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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, and family engagement.			
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.~K-4 Eagle Time			
26) Reading enrichment allows for collaborative planning time for teachers during PLC and sustained reading for students.			
27) K-4 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, student computers, Kindles, Ebooks, etc.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.			100%
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.			100%
3) Utilize a Traversing wall which will provide a strength and problem solving activity for students.			70%
	100% = Accomplished	0% = 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.

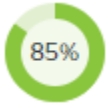
Performance Objective 1: During the current school year, Richey will promote 21st career and college exploration.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.			80%
2) Encourage students to attend college by spotlighting a variety of colleges and universities during college week.			100%
3) 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.)			65%
4) All teachers will integrate technology resources and software to stimulate and support enhanced learning opportunites in the classroom (Brain Pop, Waterford, A-Z Reading, Accelerated Reader, Istation, Dream Box (K-4), etc.)			85%

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

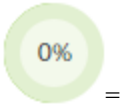
Performance Objective 1: During the current school year, all Richey Elementary staff members will be highly qualified, and efforts will be made to retain and develop this highly qualified staff.

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, ELD Training, Bilingual Focus & FBI Meetings).			
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).			

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Recruit new teachers through alternative certification programs.			100%
10) Continue to utilize our New Teacher Academy as a recruiting tool and to maintain existing new teachers.			100%
11) Teachers will participate in weekly Grade Level Team Meetings, Team Leader Planning Meetings, Focus Trainings, and Planning Days for each nine weeks and as needed to collaborate, share, and plan for focused instruction.			100%
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. ELD Training, GR & LLI/Soluciones Training, Guided Math Training, PLC Training, etc.).[ATS:Reading/All Students, Hispanic, ED]			100%
13) New faculty members will be assigned a mentor/buddy.			100%
14) ACE personnel will be offered staff development a minimum of two times a year.			100%
15) Provide appropriate technology training for staff (Istation, Office 360, Class Dojo, AWARE, Web 2.0 classes, etc,).			100%
16) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Educator of the Month, Pasadena Noon Optimist, Champion of the Week, Spotlight emails, etc.			100%
17) Personnel utilized to work with at-risk students.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June

= Accomplished



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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, Reading Night, etc. & social/emotional family engagement events 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, CHAC 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Provide monthly newsletter/calendar to notify parents about school events.			100%
9) Utilize Richey parent/teacher/parent compact to help everyone understand the important role individuals plays in the education of each child.			100%
10) Provide updated school web page so that parents can stay informed about school events and have access to educational web-sites.			85%
11) Provide parents with the opportunity to attend K-4 grade level music/art programs so that they can see their child perform.			100%
12) G/T parent meetings will be offered to parents to provide information on various topics related to the campus G/T program.			60%
13) Library literacy events/activities such as; extended library hours, etc. will be provided to parents.			100%
14) Provide parent and community outreach events such as; ABC Dental Screenings and AVANCE Parenting Classes.			100%
15) Parents will be provided opportunities to attend a parent engagement conference and participation in district parent events.			100%

100% = Accomplished 0% = 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.			100%
2) Through the ACE program, Richey will provide enrichment activities and classes for students.			100%
3) Partner with McDonald's to support student academic performance.			100%
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.			100%
5) Partner with Kruse Clinic to provide medical assistance to Richey Elementary students.			100%
6) Partner with HCDE Adult Education to provide free instruction in ESL.			100%
7) Coordinate with San Jacinto College to attend the See to Succeed field trip for students to receive a free pair of eye glasses.			100%

100% = Accomplished 0% = 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.			
5) Provide students with lessons that support GFS Guidelines to promote citizenship, and social, emotional, well being of students.			

= Accomplished = No Progress = Discontinue

Roberts Middle School Performance Objectives 2018-2019

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.	40%	20%	60%
2) Integrate highly effective research based strategies across the content.	20%	25%	60%
3) Integrate highly effective research based strategies across the content.	15%	15%	70%
4) Curriculum and Instruction will be aligned across grade level core subjects	20%	30%	50%
5) Implement reading initiative designed to increase reading skills of all students. As evidence by exceeding state performance levels.	10%	25%	65%
6) Provide head phones (& storage containers for head phones) for the Rosetta Stone program to increase reading stamina for our recent immigrants.	10%	20%	65%
7) Utilize Plan4Learning software to monitor and revise the campus improvement plan throughout the year.	15%	10%	60%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Provide instructional materials to enhance the learning experience for both students and teachers.	25%	10%	60%

100% = Accomplished 0% = 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.			50%
2) Students will participate in physical education classes.	15%	15%	45%
3) Students will participate in physical education assessments including Fitnessgram.	15%	15%	50%

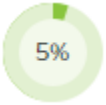
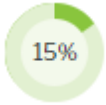
100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: Special Education classes will be enhanced and supported by providing materials that will challenge each and every students life skills.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will buy special education supplies that will enhance students life skills.	10%	15%	55%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	= Accomplished = No Progress = Discontinue		

Performance Objective 4: Consistent implementation and providing 21 century technology to enhance students curiosity and real world experience.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will buy updated technology to ensure consistent 21 century experiences for our students and staff.			
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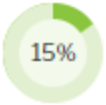
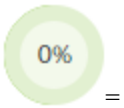
Performance Objective 5: Professional Development will be a priority by consistent training and workshops that enhance expertise in instructional content.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will go to any instructional training within the district or outside the district.			
	= Accomplished  = 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

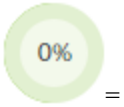
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses.	10%	10%	55%
2) Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses.	10%	0%	75%
3) Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses.	0%	0%	55%
100% = Accomplished 0% = 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	5%	5%	55%
2) Roberts will promote college awareness and preparedness	5%	5%	55%
3) Roberts will promote college awareness and preparedness	5%	0%	65%

Strategy Description	Formative Reviews		
	Oct	Feb	June

= Accomplished



= No Progress

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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	5%	5%	80%
2) 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	5%	0%	65%
3) 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	0%	5%	60%

= Accomplished

= 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.	0%	0%	60%
2) We will provide a variety of workshops to parents based on needs of the parents and school	0%	5%	65%
3) Surveys and requests for volunteers are sent throughout the year	0%	0%	60%
4) We will provide a variety of community events that supports parental involvement	0%	0%	55%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: Roberts will collaborate with our parents and community members to build a strong school partnership with (Teachers, Parent & Students) which is centered on helping our Roberts Students become global learners.

Performance Objective 3: Roberts Middle School is dedicated to providing opportunities for our families and their children (RMS students) to learn together, strengthen their family relationships, make academic gains, and improve social and emotional skills to support their family needs inside and outside the home.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will rent an obstacle course for family to deepen the partnership of our schools and our community.	5%	0%	60%
2) Provide food for our parent/community events to deepen the partnership between our school.	0%	0%	50%
3) We will provide supplies and snacks for all of our parent nights. Such as, Parent Boot camp, Volunteer Breakfast, Family Fun Run, Veterans Day Program, Food Bank Field Trip, Dads and Dodge-ball, STAAR Power Lunch & STAAR Family Bingo, Muffins with Moms with a TWIST, Donuts with Dad, Community Family Fair, Roberts Boarding Crew Committee, Awards Night	0%	0%	60%

100% = Accomplished 0% = No Progress = Discontinue

San Jacinto Intermediate Performance Objectives 2018-2019

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: All students and all student groups will increase their performance on state assessments to meet and 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.	100%	100%	100%
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.	100%	100%	100%
3) All core content area teachers will administer district and campus based common assessments and analyze the data from the assessment each grading period.	100%	100%	100%
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.	100%	100%	100%
5) Use of targeted intervention activities through Tiger Advisory Time, Extended Day, Software including I-XL, and LLI Interventions	100%	100%	100%
6) AR Reading Incentive Program	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Library will maintain a collection of a variety of books to support school wide literacy.	100%	100%	100%
8) Teachers will use iStation/IXL results from ISIP to target in class interventions for students who are struggling in Reading.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 2: We will increase the number of students achieving advanced levels on STAAR assessment by 10% from 2017 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.	100%	100%	100%
2) Gifted and Talented students will participate in Texas Performance Standards Project	100%	100%	100%
3) PAP students will be provided with enrichment activities	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: SJI will work towards all core teachers attaining 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 2019.	100%	100%	100%
2) Core teachers will participate in training to support academic literacy; including 7 Steps, word walls, structured conversations, and AVID Cornell notes.	100%	100%	100%
3) LEP Failure rates will be monitored. Teams will meet to discuss and plan for interventions at the 6 week grading period	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Campus will follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%
4) Campus will follow district procedures in addressing transition requirements for students with disabilities.	100%	100%	100%
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.	100%	100%	100%
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.	100%	100%	100%
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.	100%	100%	100%
8) Campus will follow district procedures regarding parental request for special education evaluation	100%	100%	100%
9) Campus will collaborate with district special education teams to conduct campus walk-throughs to ensure our campus is meeting all SF and SDI requirements for core areas.	100%	100%	100%
10) Success classroom will contain flexible seating options to build core strength, mobility and increase attention.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 5: 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.	100%	100%	100%
2) Coordinated School Health Committee will provide annual training to staff members on the requirements of the program.	100%	100%	100%

= Accomplished

= 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.	100%	100%	100%
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.	100%	100%	100%
3) Counselors will conduct campus wide Bullying Prevention Training and the campus.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Staff and Administrators are trained annually to recognize potential bullying and the appropriate steps to take to report and investigate.	100%	100%	100%
5) Teachers wise TIGER Tokens to promote positive interaction among peers. Students will be able to gain incentives by turning in tokens.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) San Jacinto Intermediate will provide enrichment opportunities through an annual field trip and educational trips sponsored by clubs or teachers.	100%	100%	100%
3) San Jacinto will participate in the district Chess Club Initiative. CFS Academic Performance	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Goal 2: 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			0%

= Accomplished

= 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	100%	100%	100%
2) Students will participate in Career Day activities. CSF Academic Performance and Family Engagement	100%	100%	100%

= Accomplished

= 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.	100%	100%	100%
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	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Goal 3: 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. teachhe 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	100%	100%	100%
2) All teachers new to our building are assigned a mentor or buddy depending on level of experience.	100%	100%	100%

= Accomplished

= 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	100%	100%	100%
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	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

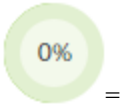
Performance Objective 3: Campus leaders will be trained to lead Professional Learning Communities (PLC), and promote a positive school culture.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administrative team will participate in book studies to increase the effectiveness of the team and campus.	100%	100%	100%
2) Campus Leadership Cadre will meet regularly to review data and analyze root causes.	100%	100%	100%
	100% = Accomplished	0% = No Progress	= Discontinue

Goal 4: 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.			0%

= Accomplished 

= No Progress = Discontinue

Performance Objective 2: 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.			0%

= Accomplished

= No Progress = Discontinue

Goal 5: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: SJI 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.			0%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2: 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			0%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: San Jacinto has established a clear line of communication to parents via Facebook, Instagram, 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.			0%

100% = Accomplished 0% = No Progress = Discontinue

Goal 6: 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			0%
2) Campus will purchase licenses to maintain technology support on campus. Plan 4 Leaning			0%

= Accomplished

= 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.			0%

= Accomplished

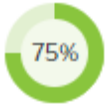
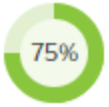
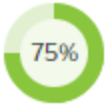
= No Progress

= Discontinue

Schneider Middle School Performance Objectives 2018-2019

Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student by the standards they need and enrich them through the standards they have already mastered.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, district staff development instruction, and rigor, relevance, and relationship principles will ensure that performance of all students, including our targeted student subgroups, will meet or surpass the district and state average performance and show academic progress/growth on the Reading, Math, and Science portions of the STAAR state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Conduct Campus Visits and Coaching by Associate Superintendents, Instructional Specialists and Curriculum & Instructional Directors. This strategy includes materials for Instructional Rounds and Classroom Walkthroughs.			
2) Implement a graduated, content-specific instructional plan for all courses in grades Pre-K to 12. [Focus Areas in Additional Target Supports - All Students, Hispanic Subpopulation of Students, and Economically Disadvantaged students)			
3) Implementation of the district curriculum, research based strategies including supplemental aides and manipulatives, and district staff development topics/presentations will ensure that our students will meet or surpass the district and state average performance and show academic progress/growth on the Reading, Math, and Science portions of the STAAR state assessments. This strategy also includes several positions which support instruction, and are paid through Title 1 funds.			

Strategy Description	Formative Reviews		
	Oct	Feb	June

= Accomplished

= No Progress = Discontinue

Performance Objective 2: Students including targeted subgroups of students (Special Education, Limited English Proficiency, Gifted and Talented, Economically Disadvantaged, and Subpopulations based on Ethnicity) will meet or surpass the district and state average performance and show academic progress/growth on the Reading, Math, and Science portions of the STAAR state assessments and in Social Studies curriculum and instruction .

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.	75%	80%	100%
2) Teachers will participate in daily grade level, content area PLC meetings to align curriculum, create common formative assessments, implement data protocol discussions, assess student needs, share resources, and ideas in order to monitor student academic progress and align the curriculum and instruction.	75%	75%	100%
3) PLC Leaders will participate in meetings/training, Campus Leadership Book Study groups, Connect Convening, and will participate or voluntarily lead professional development sessions in order to support teachers in PLC integrated teams.	60%	80%	100%
4) Extended Day, Before and After School Tutorials, Spartan Power Hour PIE time, 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 through tutorials and targeted enrichment by student, by standard.	32%	50%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Maintain a high quality and diverse selection of library books and/or magazines for students to read a minimum of thirty minutes daily in self-selected reading materials.	30%	80%	100%
6) Teachers will support and supplement the ELAR TEKS district vertically aligned curriculum and scope and sequence with Reading and Writing instructional supplies and materials.	36%	80%	100%
7) Teachers will support and supplement the Mathematics TEKS district vertically aligned curriculum and scope and sequence with Math instructional supplies and materials including resources such as: Prodigy Software;	34%	80%	100%
8) Teachers will support and supplement the Science TEKS district vertically aligned curriculum and scope and sequence with Science instructional supplies and materials including resources for Laboratory and Demonstration activities;	35%	80%	100%
9) Teachers will support and supplement the Social Studies TEKS district vertically aligned curriculum and scope and sequence with SS instructional supplies and materials.	36%	80%	100%
10) Teachers will support and supplement the Visual Art TEKS district vertically aligned curriculum and scope and sequence with instructional supplies and materials.	21%	80%	100%
11) Teachers will support and supplement the Physical Education TEKS district vertically aligned curriculum and scope and sequence with instructional supplies and materials.	35%	75%	100%
12) The Fine Arts teachers will support and supplement the Band, Choir, and Orchestra TEKS district vertically aligned curriculum and scope and sequence. Mostly, the departments fund raise for their program needs and use district funds.	36%	70%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
13) Counselor or Office General Supplies are needed to conduct business and instruction.	29%	65%	100%

100% = Accomplished 0% = 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, including Monitor 1 and Monitor 2 students who have exited the Bilingual/ESL program.	100%	100%	100%
2) Provide TELPAS, SIOP, and research-based SIOP instructional strategies, Seven Steps for Language Rich Classrooms, Talk Read Talk Write, and content and language objectives to promote training for teachers to aid students in the continued English language acquisition.	50%	60%	85%
3) Provide practice using Rosetta Stone software for Recent Immigrant students (District purchases licenses) and ensure that the Recent Immigrant students are progressing and assimilating through the academic support they receive in their immersed classes.	37%	100%	100%
4) Provide instructional resources for all ELL students to promote academic progress and growth with continued English language acquisition in heterogeneously grouped classes.	50%	60%	80%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: 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).	100%	100%	100%
2) Provide appropriate accommodations and materials for students in SUCCESS and ABLE classrooms.	53%	75%	100%
3) Conduct IEP reviews each nine weeks to ensure appropriate accommodations for Special Education students.	26%	70%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 5: 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 the G/T Performance Standards project.	37%	60%	100%
2) Ensure G/T identification procedures remain free from bias and a structured G/T planned experience schedule is planned and enacted.	70%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 6: Students' social and emotional well being, including safety and health, will improve.

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 team building activities.	100%	100%	100%
2) The Foundations Team will participate in Safe and Civil schools (PBIS) training and will provide CHAMPS training and updates to ensure a safe and orderly school environment.	50%	75%	100%
3) Provide students, parents, and teachers drug prevention information and activities during Red Ribbon Week, Anti-Bullying Week, Say Hello Week, Attitude of Gratitude, and other character education activities.	86%	100%	100%
4) Participate in monthly fire drills and other crisis drills to ensure student safety and a proactive response to crisis situations.	35%	75%	100%
5) Provide teachers continued Professional Development strategies for relationship building purposes with students through Climate and Culture meetings and student lessons.	41%	75%	100%
6) Students and Teachers will have the opportunity to participate in a Coordinated Health program integrating health related activities with promoting an overall healthy lifestyle and choices.	26%	60%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) W.A.V.E. School-Based Health Clinic will provide services so that prompt attention and care can be administered to students as needed.	28%	60%	100%
8) Fifth and Sixth Grade students and families will have the opportunity to participate in Meet the Teacher Events in order to assist and support them with transition from elementary to middle school.	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Goal 2: We will provide additional support and structures to assist all students in their academic, behavioral, and social emotional well being.

Performance Objective 1: Monitor and improve student attendance rate to 97%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor daily attendance reporting during the ADA period to ensure accuracy in state reporting.	34%	70%	100%
2) All parties and stakeholders will follow the state attendance policy and district attendance policy and procedure for unexcused student absences using the campus Attendance Plan including the use of incentives for improved student attendance.	26%	60%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: Identified students will receive Intervention services/strategies through the use of RTI and Tier 3 program support in order to assist the student in closing academic gaps in his/her learning.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The Title I Dyslexia Intervention Teacher and Intervention Team will meet regularly in order to identify students in need of intervention, to follow-up on students currently in Tier III intervention, and to consider students for Special Education, Dyslexia, or Section 504 services if previous intervention strategies were unsuccessful. The Title I Dyslexia/Intervention Teacher salary is linked to this strategy.	44%	65%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) The Behavior Response Team (BRT) will be contacted and will work with our parents/students are identified in need of behavioral intervention.	28%	60%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: The Communities In Schools (CIS) Program will provide academic enrichment for identified At-Risk students and continued social needs and support for identified families.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CIS will provide social services and supportive guidance for students and families in need.	30%	70%	100%

100% = Accomplished 0% = 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) 6th Grade students will participate in Kids to College and will tour a college campus.	26%	100%	100%
2) Participation in the AVID Elementary program will increase awareness of scholarly student strategies and will increase student organization and responsibility in learning.	34%	60%	100%

100% = Accomplished 0% = 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.	15%	50%	100%
2) We have high expectations for all staff, including the staff that are categorized and hired with State Compensatory Education funds.	50%	75%	100%

= Accomplished

= 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 PLC Leaders in order to orient and train teachers new to the campus prior to the first day back on duty.	100%	100%	100%
2) Provide mentor training throughout the year in order to maximize support for mentors who are supporting new teachers.	34%	70%	100%
3) Peer Facilitators will provide Instructional Coaching to all teachers assisting them in their professional growth.	53%	80%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 3: Provide professional development based on the 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 district and other professional development sessions which support their own goals and growth.	52%	75%	100%
2) Teachers will participate in PLC meetings daily for the purposes of aligning curriculum, designing assessments, comparing and discussing data, preparing for tutorials and enrichment, and sharing instructional resources and ideas.	53%	75%	100%
3) Teachers will participate in monthly Professional Development and/or Faculty Meetings for the purposes of professional development, assessing schoolwide data, and addressing school organizational needs.	30%	65%	100%
4) Teachers will participate in Culture and Climate meetings for the purposes of planning and meeting the behavioral, social, and emotional needs of the students on the team.	31%	80%	100%
5) Provide PLC Leadership training and support to teacher leaders on a periodic basis to support leadership skills and to assist in teacher satisfaction and retention.	40%	65%	85%
6) Provide technology training to teachers with varied technology programs and elements of choice to support learner needs.	26%	75%	100%
7) The administrative team along with our Campus Improvement Team will utilize the Campus Improvement Plan to make all funding and purchasing decisions. This strategy includes cost of the Plan 4 Learning CIP Software.	25%	100%	100%
8) The Counselors will continue their own professional growth and will participate in continued Professional Development.	20%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) The Administrative team will continue their own professional growth and will participate in continued Professional Development opportunities.	0%	60%	100%

= Accomplished

= No Progress

= Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

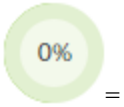
Performance Objective 1: Provide parents the opportunity to participate in training and activities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement planned events and workshops 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. This strategy includes the Title I Counselor/Parent Coordinator Salary with Benefits.	28%	70%	100%
2) Create and sustain an inviting Parent Center space for Parent Events and Training/Activities	5%	50%	50%

100% = Accomplished 0% = 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, Instagram page, Twitter page, Skylert School Messenger, Skylert Parent and Student Grade Communication, Connect, Class Dojo, and Remind texting service.	34%	75%	100%
2) CIS will provide social services and supportive guidance for families in need.	26%	50%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished  = 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) 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	50%	100%	100%
2) Request business/community members to serve on our Campus Improvement Team to provide needed feedback to the campus concerning working together to improve the ties between the community and the campus.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Shaw Middle School Performance Objectives 2018-2019

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 2018 STAAR to the 2019 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.	75%	80%	90%
2) Teachers will participate in PLC to align resources to SEs, share resources, and discuss how to utilize available resources on campus.	100%	100%	100%
3) Peer Facilitators will meet with departments to assess resources needed to effectively implement the curriculum.	50%	75%	80%
4) Provide intervention to students at-risk of failing the STAAR assessment in reading, math, or science. (SG Science/Special Ed)	70%	70%	75%
5) Provide support to migrant students and students designated homeless through McKinney-Vento.	50%	60%	60%
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.	100%	100%	100%
7) Scheduling for Level I and II students were scheduled specifically in groups to help with the implementation of ESL strategies.	85%	95%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Personnel utilized to meet the needs of at-risk students	80%	90%	90%
9) substitutes utilized for staff members to receive training to meet the needs of at-risk students.	60%	80%	80%
10) Provide substitutes, trainings, and instructional supplies in order to meet the needs of at-risk students.	100%	100%	100%
11) Utilize Plan4Learning software to develop and monitor the campus improvement plan.	55%	55%	55%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: Students identified gifted and talented and identified Pre-AP will surpass the district average on CBAs and STAAR

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide gifted and talented and/or Pre-AP classes to identified gifted and talented students.	50%	65%	65%
2) Provide opportunities for students to participate in Texas Performance Standards Projects.	100%	100%	100%
3) Use common assessments set at a higher passing standard and follow the district pre-ap curriculum.	100%	100%	100%

= Accomplished

= 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.	50%	60%	70%
2) Master schedule accommodates linguistic differences to provide equal access to the curriculum.	100%	100%	100%
3) The bilingual department will provide staff development on AVID strategies for the classroom.	50%	50%	50%
4) Substitutes utilized for staff members to receive training to meet the needs of LEP/ESL students.	100%	100%	100%
100% = Accomplished 0% = 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)	50%	50%	50%
2) Work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.	80%	90%	90%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Follow district procedures regarding parental request for special education evaluation.	100%	100%	100%
4) 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.	100%	100%	100%
5) 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	100%	100%	100%
6) Follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%
7) Follow district procedures in addressing Transition requirements for students with disabilities.	100%	100%	100%
8) 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)	90%	95%	95%
9) Through collaboration, teachers will provide intense, direct instruction in math, reading, social studies and science for special education students within the general education classroom in accordance with the students individual plan.	100%	100%	100%
10) Incorporate SDI strategies in resource classrooms and support facilitation classrooms.	50%	65%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 5: Teach appropriate behaviors and expectations as identified by the PBIS team.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Require all teachers and professional staff to teach students lessons during Flight Weeks in regards to positive, appropriate behaviors.	100%	100%	100%
2) Provide a Bully Box to students so they can report cases of bullying. Training will be provided during Flight Week.	75%	75%	75%
3) 3) Provide training to staff members on CD and CHAMPS.	100%	100%	100%
	100% = Accomplished	0% = 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) Students will participate in physical activities during physical education classes.	100%	100%	100%
2) Students will participate in physical education assessments including Fitnessgram.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Students in 5th and 6th grade will participate in BASIC Training curriculum which is the district approved human sexuality curriculum.	100%	100%	100%
4) Students will participate in Universal Breakfast	100%	100%	100%
5) Provide homebound and pregnancy related services as needed.	100%	100%	100%
6) 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.	100%	100%	100%
7) Provide classroom violence and bullying prevention lessons.	100%	100%	100%
8) Provide drug prevention information and activities.	100%	100%	100%
9) Participate in monthly fire drills and other crisis drills to ensure student safety.	60%	75%	90%

= Accomplished

= 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 2018/19 will be 96.5%

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, Anchor Time, routines and procedures taught during Flight Week and revisited as needed.	55%	75%	75%
2) Monitor daily attendance reporting to ensure accuracy in state reporting.	100%	100%	100%
3) Call students who are absent after three consecutive days.	50%	50%	50%
4) Recognize students with Perfect Attendance with certificates and points to SHAWP.	100%	100%	100%
5) SWAG counseling groups for motivation, lunch groups, and home visits for students with consecutive absences.	50%	60%	70%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 2: Anchor Time - tracking improvement on Essentail SE's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Anchor time will be used for targeted small group instruction, flexible grouping, math practice, and in school tutorials for at-risk students.	100%	100%	100%
2) Identified Tier II students will be provided targeted small group instruction.	100%	100%	100%

= Accomplished

= 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.	50%	50%	100%
2) Provide college week activities to all students to expose them to information about attending college.	60%	70%	100%

= Accomplished

= 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.	60%	60%	60%
2) New teachers will receive a mentor to provide support and assistance in all areas.	80%	80%	80%
3) New teachers will receive training in school-wide instructional strategies and CHAMPs.	100%	100%	100%
4) We will hire school personnel to effectively meet the needs of at-risk students.	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Provide mentor training throughout the year in order to maximize support for mentors who are supporting new teachers.	80%	80%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.	90%	90%	100%
	100% = Accomplished	0% = 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, 2018.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) August staff development will be focused on campus needs based on staff surveys.	50%	75%	100%
2) Provide opportunities for teachers to attend professional conferences i.e. PLC, CAMT, CAST, TMSA, TEPSA, TABE	80%	90%	100%
	100% = Accomplished	0% = No Progress	= Discontinue

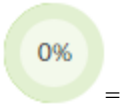
Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

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	50%	50%	50%
2) Provide opportunities for parents to discuss academic performance and expectations with teachers at Report Card Conferences.	100%	100%	100%
3) Host Meet the Teacher Night/Student Orientation to transition students from elementary to middle school.	100%	100%	100%
4) Provide trainings and materials for staff members to better understand and meet the needs of parents and students in an economically disadvantaged school.	100%	100%	100%
100% = Accomplished 0% = 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 updated information on the school website.	50%	50%	50%
2) Provide incoming 5th graders and their parents with back to school information.	80%	90%	90%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished  = 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.	50%	50%	50%
2) Request business/community support and sponsorship for various school activities such as: Family Academic Night, Family Health and Fitness Night, Seahawk Fun Day.	50%	75%	100%

= Accomplished

= No Progress

= Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Shaw will move to become a 1 to 1 technology school and research the Connect program and its viability on the campus

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Shaw will send teachers to trainings in order to better facilitate 1 to 1 learning and knowledge of the Connect program.	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: By June 2018, 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.	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

South Belt Elementary Performance Objectives 2018-2019

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.	20%	55%	100%
2) Implement the district scope and sequence for all courses in grades PK-4.	100%	100%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards	100%	100%	100%
4) Integrate relevant literacy skills across all content areas.	100%	100%	100%
5) Use standardized rubrics for measuring response for all writing assignments and/or assessments of all content areas	100%	100%	100%
6) Ensure that all science classes incorporate hands on and outdoor laboratory activities in alignment with new state Science TEKS	25%	35%	45%
7) Use on-line databases, ebooks, books and other resources for specific TEKS.	60%	80%	85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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	60%	85%	100%
9) Build and convene content area curriculum committees to share successful implementation of research based instructional practices	30%	25%	70%
10) Implement research based strategies on a daily basis that promotes a variety of learner engagement techniques	75%	95%	100%
11) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.	100%	100%	100%
12) Schedule quarterly planning meeting with all grades to add data and monitor student progress.	100%	100%	100%
100% = Accomplished 0% = 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	100%	100%	100%
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency	60%	90%	95%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless and Special Education students on state and national assessments	100%	100%	100%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process	100%	100%	100%
5) Use data disaggregation to drive instruction	100%	100%	100%
6) Provide staff development on data disaggregation and how the data will drive instruction	100%	100%	100%

= Accomplished

= 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	100%	100%	100%
2) Record grades that accurately communicate mastery or non mastery on a specific student expectations	100%	100%	100%
3) Use grade and/or content specific grading rubrics	100%	100%	100%
4) Use district wide grade and/or content appropriate retest standards	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner	100%	100%	100%

= Accomplished

= 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	100%	100%	100%
2) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor	75%	95%	95%
3) Teachers will attend training opportunities for curriculum components needed to increase relevance	100%	100%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff	100%	100%	100%
5) Establish and support campus PLC's	100%	100%	100%
6)) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	85%	90%	95%

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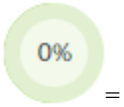

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Performance Objective 5: Throughout the current school year, reading initiatives designed to increase reading skills of all students will continue, as evidenced by exceeding state performance levels.

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.	90%	95%	100%
2) Provide time and materials for purposeful reading during the school day	100%	100%	100%
3) Provide reading information to teachers regarding special reading needs of dyslexic students	55%	65%	80%
4) Identify student reading levels to monitor reading improvement to align reading materials to their instructional level	100%	100%	100%
5) Provide staff development for reading strategies	100%	100%	100%
6) Provide library books and online resources to support all learning styles	100%	100%	100%

100% = Accomplished 0% = 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	100%	100%	100%
2) Promote G/T Summer Exploration Camp opportunities	15%	25%	100%
3) Participate in Texas Performance Standards Project	5%	100%	100%
4) Students will be clustered and instructed by G/T certified teachers	100%	100%	100%
5) Promote participation in the Duke Talent Search program in fourth grade	10%	100%	100%
6) Participate in the Destination Imagination program.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Ensure the implementation of 504 accommodations for eligible students	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3)) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	100%	100%	100%
4) Implement research-based programs designed to accelerate student learning	60%	90%	100%
5) Provide additional and individualized support to parents of at risk students	20%	50%	80%
= Accomplished = 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.	80%	85%	95%
2)) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff	80%	90%	85%
3) Create a crisis management plan, including safety drills	75%	90%	95%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	75%	75%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.	100%	100%	100%
6)) Provide staff development concerning abuse and reporting obligations.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 9: 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.	100%	100%	100%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	100%	100%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis	90%	85%	85%
4) Administer Fitnessgram and use reports to drive instruction.	100%	100%	100%
5) Provide Parent Education Opportunities for coordinated school health at each campus	60%	75%	90%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 10: 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.	100%	100%	100%
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.	100%	100%	100%
3) Use grades and/or content specific grading rubrics.	100%	100%	100%
4) Use district guidelines regarding the appropriate use of homework.	100%	100%	100%
5) Use district wide grade and/or content appropriate standards.	100%	100%	100%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	100%	100%	100%

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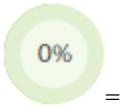

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Performance Objective 11: During the current school year, increase the campus attendance rate to 97.5% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	15%	40%	65%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 12: 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.	100%	100%	100%
2) Monitor sped evaluations to ensure initial referrals to special education are conducted within appropriate time lines.	100%	100%	100%
3) Provide staff development for teachers working with special education students experiencing reading difficulties.	60%	80%	90%
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.	100%	100%	100%
5) Campus will follow district procedures regarding parental request for special education evaluations.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%
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.	100%	100%	100%
8) Campus will follow district policy to ensure students with disabilities have access to all campus facilities	100%	100%	100%
9) Campus will provide instructional materials and training for all teachers working with students with disasbilities.	100%	100%	100%
10) Campus will monitor the number of students with disabilities being served in the least restrictive environments.	100%	100%	100%
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.	100%	100%	100%
100% = Accomplished 0% = 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 technical support needed to administer the istation assessments that are required.	100%	100%	100%
2) Classrooms will be equipped with at least minimum requirements for the 21st Century Classroom.	100%	100%	100%
3) Increase the integration of technology into instruction, curriculum and assessment PK-4 as outlined in the District Technology Plan.	100%	100%	100%
4) Ensure all teachers have access to adequate technology in the implementation of the TEKS/STAAR requirements.	100%	100%	100%

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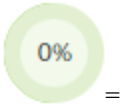

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Goal 2: We will promote career and college exploration and prepareation through the use of systems and structures to meet the needs of all.

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.	25%	75%	95%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	100%	100%	100%

= Accomplished

= 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.	100%	100%	100%
2) Establish higher education promotion campaigns	100%	100%	100%

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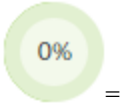

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Performance Objective 3: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.	100%	100%	100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	100%	100%	100%

= Accomplished

= 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	100%	100%	100%
2)) Provide mentors and staff development opportunities to new personnel.	100%	100%	100%
3)) Expand leadership and mentoring opportunities for all staff.	100%	100%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff	100%	100%	100%

= Accomplished

= 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.	100%	100%	100%
2) Provide parent education on various topics.	5%	30%	55%
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	100%	100%	100%
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	5%	10%	15%
5) Provide parent workshops regarding reading with children, online resources and eBooks.	5%	5%	35%
6) Provide educational resources for parents on the campus website.	100%	100%	100%
7) Provide instructional resources for parents to utilize at home with their child.	100%	100%	100%
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies.	100%	100%	100%
9) Provide opportunities for parents to attend computer classes.	0%	0%	0%

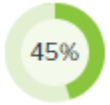
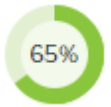
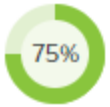
Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

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.	100%	100%	100%
2) Promote student/parent/business involvement through volunteerism.	100%	100%	100%
3) Promote service organizations for students in school.	100%	100%	100%
4) Participate in the See to Succeed program.	100%	100%	100%
	100% = Accomplished	0% = 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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).	100%	100%	100%
7) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.	100%	100%	100%
8) Implement an age appropriate and vertically aligned guidance curriculum.	100%	100%	100%
100% = Accomplished 0% = 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.	95%	95%	100%
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse, diabetes, anaphylaxis, and hazardous materials.	100%	100%	100%
100% = Accomplished 0% = 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.	30%	80%	90%
2) Establish protocols for safety procedures on field trips.	100%	100%	100%
3) Provide opportunities for employees to be trained in personal safety.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Provide support for students and staff participation in service learning opportunities.	70%	70%	85%

= Accomplished

= No Progress

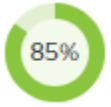
= Discontinue

South Houston Elementary Performance Objectives 2018-2019

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 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.	33%	40%	100%
2) Monitor implementation of curriculum and research based strategies through coaching model.	33%		100%
3) Monitor the implementation of the District Scope and Sequence for all subjects in Pre-K through 4th grade.	66%		100%
4) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	33%		100%
5) Integrate relevant literacy skills across all content areas.	33%		100%
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.	66%		100%
7) Teachers will review, implement, and evaluate instructional activities/strategies based on District curriculum and scope and sequence.	33%		100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Campus will continue to target reading fluency, comprehension skills, and writing through Balanced Literacy and Writer's Workshop and providing teachers with Reading and Writing Power Hours - Staff Development.			
9) Campus will continue to target math problem solving with multiple problem solving strategies (Graphic organizers and Problem Solving model), as well as Math Power Hours at SHE and our District.			
10) Implement gradual release model for lesson design and delivery.			
11) Use District rubrics for measuring responses for writing compositions, reading and math assessments.			
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 and use of leveled readers.			
15) Implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
16) Develop and provide research based instructional strategies and staff development plan for technology integration.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
17) 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.	33%		100%
18) ACE Program will provide academic enrichment classes that will support the District's curriculum.	33%		100%
100% = Accomplished 0% = 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 2018 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.	66%	70%	90%
2) Vertical team meeting to review data and identify hot spots across grade levels. Horizontal teams Pre-K-4th will take hot spots or essential SE's determined as our lowest and develop more rigorous lessons using the District's curriculum and scope and sequence for ELA and Math.	33%	35%	60%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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, I-Station and TELPAS results. On going District Formative/Summative Evaluation and CBA results will be used to regroup students as appropriate. In addition, PIE data will be used to monitor progress in PK - 4th grade, as well as determine groups.	33%	95%	100%
4) Analyze campus subgroup student performance on assessment disaggregated by LEP and Special Education participation.	33%	30%	90%
5) Provide staff with longitudinal data on the percentage of LEP students making progress towards English Proficiency.	40%	70%	80%
6) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.	33%	70%	90%
7) Provide staff development opportunities for regular education teachers on the intervention and special education process.	33%	75%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: The campus will provide staff development that will focus 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.	33%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	33%	75%	100%
3) Teachers will attend training opportunities for problem solving and higher level questioning/thinking skills needed to increase rigor.	33%	85%	95%
4) Develop a staff development plan that provides differentiated levels of support for all staff.	40%	55%	100%
5) Continue to support campus PLCs.	66%	85%	100%
6) Provide Specially Design Instruction staff development to teachers servicing Special Education students.	33%	75%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 4: Implement reading, writing and math initiatives designed to increase academic skills of all students as evidence by meeting district and state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers to promote literacy across content area with sufficient books available to support all subjects.	33%	90%	100%
2) Provide time and materials for purposeful reading and writing activities during the school day.	33%	90%	100%
3) Provide information to teachers regarding academic needs of dyslexia students.	66%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	33%	100%	100%
5) Provide staff development in literacy, math and writing strategies.	33%	95%	100%
6) Provide library books and online resources to support all learning styles.	33%	90%	100%
7) Provide time and materials for purposeful math activities during the school day.	33%	90%	100%

= Accomplished

= 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.	20%	90%	100%
2) Promote G/T Summer Exploration Camp opportunities			100%
3) Participate in Texas Performance Standards Project	33%	35%	100%
4) Students will be clustered and instructed by G/T Certified teachers	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Implement G/T pullout program for identified students.	100%	100%	100%
6) Promote participation in the Duke Talent Search Program in fourth grade.	0%	50%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Ensure the implementation of 504 accommodation for eligible students.	100%	100%	100%
3) Use common assessment data for early identification of individuals who might be at risk of not mastering TEKS.	100%	100%	100%
4) Implement research-based programs designed to accelerate student learning.	100%	100%	100%
5) Provide additional support to parents of at-risk students.	33%	85%	85%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Provide opportunities for staff to attend ELD and ELPS training opportunities for all teachers. All Bilingual teachers will attend Bilingual focus trainings in grades K-4th.	100%	100%	100%
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district Bilingual continuum.	100%	100%	100%
4) Implement the bilingual continuum requirements at all grade levels.	100%	100%	100%
100% = Accomplished 0% = 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.	33%	75%	75%
2) Provide conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	33%	85%	85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Create a crisis management plan, including safety drills.	100%	100%	100%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	50%	100%	100%
5) Provide Gang Awareness training and Character Education programs	50%	90%	100%
6) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior.	55%	100%	100%
7) Provide staff development concerning abuse and reporting obligations.	100%	100%	100%
8) Reduction in the number of office referrals as compared to 2017-2018.	33%	55%	100%
100% = Accomplished 0% = 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).	33%	85%	90%
2) Establish a Campus Health Advisory Committee to develop and support coordinated school health goals and objectives.	33%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	33%	65%	75%
4) Administer Fitness Gram and use reports to drive instruction.	25%	75%	95%
5) Provide Parent Education Opportunities for coordinated school health at each campus.	33%	60%	65%
6) Recess based on District recommendation for each grade level.	85%	100%	100%

= Accomplished

= 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.	100%	100%	100%
2) Use grade and/or content specific grading rubrics.	33%	90%	90%
3) Use District and campus guidelines regarding the appropriate use of homework.	100%	100%	100%
4) Use District wide and/or content appropriate retest standards.	66%	70%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Using an RtI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	33%	70%	80%

100% = Accomplished 0% = 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.	40%	80%	90%
2) Utilize the RtI team to provide specific strategies for students with attendance problems.	85%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 12: The campus will collaboratively work with the District Special Education department 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) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.	33%	100%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time lines.	33%	65%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide staff development opportunities for teachers working with special education students experiencing reading/math difficulties.	65%	100%	100%
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.	70%	90%	100%
5) Campus will follow District procedures regarding parental request for special education evaluation	100%	100%	100%
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, STAAR Alternative (i.e.. PLAFF's, IEP's, deliberations) and (3) utilizing District/State required STAAR alternative Participation Requirement forms.	75%	100%	100%
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.	100%	100%	100%
8) Follow District policy to ensure students with disabilities have access to facilities.	100%	100%	100%
9) Provide training for all teachers working with students with disabilities.	80%	100%	100%
10) Include special education teachers in training provided in the area of dyslexia and related disorders.	80%	100%	100%
11) Monitor number of students with disabilities being served in the least restrictive environment	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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	100%	100%	100%

= Accomplished

= 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".	100%	100%	100%
2) Increase the integration of technology into instruction, curriculum and assessment, Pre-K - 4th as outlined in the District Technology Plan.	66%	100%	100%
3) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	100%	100%	100%

= Accomplished

= 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.	85%	100%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	100%	100%	100%

= Accomplished

= 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.	30%	50%	100%
2) Promote college/career awareness	33%	65%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 3: During the current 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.

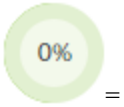
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.	33%	65%	100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day	33%	100%	100%
3) Provide books and resources to bring awareness to students of various career opportunities	33%	60%	100%
= Accomplished = 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.	33%	65%	100%
2) Provide mentors and staff development opportunities to new personnel.	100%	100%	100%
3) Expand leadership and mentoring opportunities for all staff.	66%	85%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	100%	100%	100%
5) Provide Coaching cycles to new and veteran teachers according to need	30%	70%	100%

= Accomplished



= 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.	33%	50%	100%
2) Implement Superintendent's Stay in School Project/District Attorney Partnership.	33%	65%	100%
3) Provide educational resources for parents on our campus website.	50%	60%	100%
4) Provide instructional resources (online resources and e-books) and workshops for parents to utilize at home with their child.	66%	70%	100%
5) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data.	66%	90%	100%
6) Provide parent trainings during ACE after school program	35%	60%	100%
7) Provide Conscious Discipline for parents	25%	35%	55%

= Accomplished

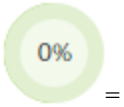
= No Progress

= 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.	66%	70%	100%
2) Promote student/parent/business involvement through volunteerism.	66%	90%	100%

= Accomplished



= 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	33%	65%	75%
2) Provide conflict resolution, bullying and Conscious Discipline training opportunities for students and staff	66%	70%	85%
3) Create a crisis management plan, including safety drills.	33%	75%	95%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	33%	50%	55%
5) Provide Gang Awareness training and Character Education programs.	33%	85%	100%
6) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior.	66%	80%	100%
7) Provide staff development concerning abuse and reporting obligations.	100%	100%	100%
8) Reduction in the number of office referrals as compared to the previous year.	33%	60%	75%

= Accomplished

= No Progress

= Discontinue

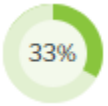
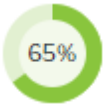
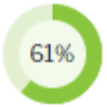
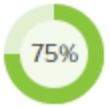
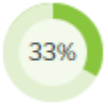
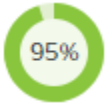
Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

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 = No Progress = Discontinue			

South Houston High School Performance Objectives 2018-2019

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.			
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.			
3) Implementation of TIER 3 classes for Spring semester in reading and math to address gaps in learning for identified students.			
4) ELPS training for all teachers, to ensure compliance with the state requirements for the English Language Proficiency Standards.			
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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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 (including phone calls and home visits as needed). ESL department will work in conjunction with parents to intervene for student success.	33%	68%	70%
7) SPED case managers will meet with students they supervise to intervene as needed. Parent Contact and Home visits as needed for struggling students.	33%	36%	70%
8) Academic intervention process (IAT) for at risk students.	33%	33%	55%
9) SIOP training for all new SIOP Teachers.	66%	75%	90%
10) Implementation of Trojan Time (PIE Time) scheduled during the day, 15 minutes added to each class period one day a week. Teachers will work in PLC teams to develop intervention and enrichment for students based on data from STAAR, CBA and classroom observation.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 2: Over the next year, state assessment scores will improve such that the number of students reaching meets and masters 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), Extended Day STAAR tutorials and Core-Content Academies.	33%	80%	100%
2) All teachers will incorporate the campus instructional focus areas as evidenced in administrative walkthrough data.	33%	70%	90%
3) Use of Reading Tracker to collect student reading information. Data compiled and student incentives awarded for students who meet reading goals.	33%	45%	70%
4) Mandatory tutorials for ELL and Special Education students who are identified as needing extra assistance in core content areas.	33%	65%	70%
5) Core area PLCs will use data collection to identify students who qualify under RTI for supplemental aides and oral administration of STAAR.	33%	80%	95%
100% = Accomplished 0% = 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 Programs for students who are grade placed and also for students who have been accepted to the ECHS.	0%	30%	90%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%
3) Elective fair for current 8th grade students who will be attending SHHS next Fall to assist them in exploring career opportunities, electives and pathways prior to registration.	33%	80%	100%

100% = Accomplished 0% = 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 4- years.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase AP and PAP enrollment using ECHS, AVID, feeder school visits and teacher recommendation.	0%	60%	70%
2) Increase rigor and relevance in all courses through training, district support and team PLC.	33%	60%	75%
3) Increase the number of students taking the PSAT, SAT/ACT and AP Tests.	66%	75%	80%
4) Increase the number of students participating in CTE courses, worked based learning programs (Co-Op), and industry certification courses.	66%	80%	95%
5) Increase the number of student achieving Masters for all STAAR assessments via enrichment opportunities.	0%	15%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Continuation of Early College High School and expansion to the 11th grade.	0%	50%	100%
7) Continuation of the Connect Program (personalized learning program) and expand to the 11th grade.	0%	50%	100%

100% = Accomplished 0% = 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 3-years.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Community Service and Volunteer Projects for student participation.	33%	45%	60%
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.	66%	80%	85%
3) Elective fairs to help showcase courses for current students and help students make an informed decision for the next school year.	0%	25%	100%
4) 8th Grade Enrollment Visits to feeder schools.	0%	75%	100%
5) To increase participation in athletics by providing a competitive and relevant program.	33%	55%	60%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) To increase participation in fine arts programs by providing a competitive and relevant curriculum.	33%	50%	55%
7) SHHS Official Website, Twitter, Instagram, and Facebook Page to highlight events on campus and send out information concerning the campus.	66%	85%	100%

100% = Accomplished 0% = 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, and Community School.	33%	50%	60%
2) Home visits to students who have experienced serious attendance problems or who have dropped out of school.	33%	50%	70%
3) Parent conference and Attendance Contract with students who are experiencing severe attendance issues.	33%	50%	65%
4) Drop-out prevention counseling.	33%	50%	70%
5) Continuer's contracts for Senior STAAR testers who did not graduation with their cohort group.	0%	25%	45%
6) Incentives for student with perfect attendance or who significantly improve their attendance.	33%	50%	60%

= Accomplished

= 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.	33%	60%	75%
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.	33%	65%	80%
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.	33%	60%	70%
4) Training for all staff on the ARD process, IEPs and other special education topics.	33%	55%	70%

100% = Accomplished 0% = 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.	33%	60%	75%
2) Special Education teachers, teachers who work with special education students and administrators will be trained on entering restraint information into the proper systems.	33%	60%	75%

100% = Accomplished 0% = 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).	33%	65%	100%
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.	33%	60%	90%

100% = Accomplished 0% = 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.	33%	50%	70%
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.	33%	60%	80%
3) Development and implementation of a campus monitoring system requiring collaboration from all participants in the student PBM/CTE monitoring process for identified students.	33%	60%	85%
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.	66%	75%	85%

100% = Accomplished 0% = 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.	33%	50%	80%
2) Increase the number of student enrolled in Dual Credit College Courses and who receive credit in those courses by 10% annually.	0%	20%	50%
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.	0%	35%	50%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) College Days - Bringing colleges to the school for students to visit with and learn about in coordination with CIS, AP and AVID programs.	33%	70%	100%
5) Motivational speakers to address students on personal success and promotion of post-graduation opportunities.	33%	55%	100%
6) Recruitment for the Early College High.	0%	40%	100%

= Accomplished

= 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.	0%	35%	100%
2) Interview and follow up with reference checks.	33%	55%	100%

100% = Accomplished 0% = 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.	33%	60%	75%
2) Staff development for all teachers on working with at risk student populations.	33%	50%	65%
3) Coaching for struggling teachers.	33%	50%	65%
4) Faculty celebrations and awards.	33%	55%	85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 3: To recruit highly qualified teachers and staff to work with our ESL/LEP population.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) To recruit and hire qualified teachers and staff to work with our ESL/LEP population.	66%	70%	75%
	100% = Accomplished	0% = 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.	33%	50%	60%
2) Award ceremonies, open house, parent meetings.	33%	55%	90%

= Accomplished

= No Progress

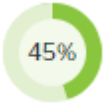
= Discontinue

Performance Objective 2: To increase graduation rates and student attendance through communication with parents.

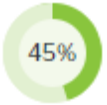
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A system to call parents/guardian to notify them of important school information, meetings and student attendance.	33%	50%	70%
2) Bilingual multi-media information campaign and community outreach program to inform parents and the community about SHHS incentives and programs.	33%	55%	65%
3) Mail outs for report cards, PGPs, attendance reports and make-up time reports. (SG Graduation All)	0%	25%	50%
4) Home visits for grades, attendance and at risk students.	33%	45%	60%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	= Accomplished = No Progress = Discontinue		

Performance Objective 3: To increase awareness of CTE programs within the business community and to expand partnerships.

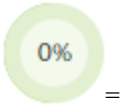
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CTE teachers, through COOP, HOSA, DECA and HOSTS programs, will reach out to community and business leaders to form a bridge between the community and the school.			
2) Career Day - Bringing technical schools, and businesses to the campus for students to visit with and learn about in coordination with CTE, and CIS.			
	= Accomplished = 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June

= Accomplished



= 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) Safety drills will be conducted on a regular basis with immediate feedback given to students and staff.	33%	45%	80%
2) The Safe & Civil School committee will continue to meet and plan for the safety of the campus.	33%	55%	90%
3) Safety plans for identified students along with BRT interventions will be developed as needed by IAT, 504 and SPED.	33%	50%	65%

= Accomplished

= 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.	0%	5%	20%
2) Provide support for students who are returning from out of school placements.	33%	45%	50%

= Accomplished

= 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.	33%	40%	50%
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.	66%	70%	80%
3) CHAMP strategies will be used in the classroom to reduce incidents of classroom disruption and student referrals while increasing instruction time.	33%	45%	60%
4) Safe and Drug-Free Schools Initiative - Drug Awareness Campaign, Red Ribbon Week, Guest Speakers and Leadership Training for Students.	33%	60%	75%

= Accomplished

= 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.	66%	70%	85%
2) Facilities upgrades for a safe and secure campus.	66%	80%	90%
3) Maintain the school	66%	75%	85%

= Accomplished

= 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.

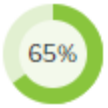
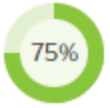
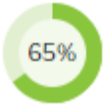
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Purchase of technology for classroom instruction as well as distance learning and grade recovery platforms for use in classrooms and labs.	33%	45%	65%

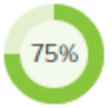
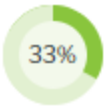
100% = Accomplished 0% = No Progress = Discontinue

South Houston Intermediate Performance Objectives 2018-2019

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.			
2) Extended Day Program for students in need of acceleration and/or enrichment.			
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			
4) Curriculum will be aligned through the STAAR Readiness and Supportive Standards			

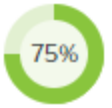
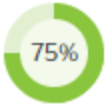
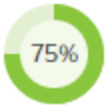
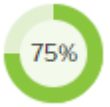
Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Department Planning/Team Planning (a) Comprehensive vertical and horizontal teaming (b) A minimum of 1 to 1 1/2 hours per week for department and team planning each week (c) A minimum of two weekly department planning sessions (d) PLCs (e) Full day planning - Substitute provided			
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) 1:1 initiative = Blended Learning			
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) ACE After School Program			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	33%	65%	75%
9) Rigorous Instruction and student learning will be supported by campus Peer Facilitators	33%	65%	80%
10) Special Education Aides and Title I Aides will be utilized and trained to support special education students.	33%	65%	75%

100% = Accomplished 0% = 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.	33%	55%	75%
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	33%	65%	70%

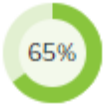
Strategy Description	Formative Reviews		
	Oct	Feb	June
3) STAAR Readiness and Supportive Standards All teachers, students, and parents will obtain a clear understanding of STAAR Readiness and Supportive Standards and SSI Promotion requirements. (a) Teachers will use published STAAR materials to communicate 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			
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 (h) ACE After School Program			
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.			
6) Rigorous instruction and student learning will be supported by campus Peer Facilitators.			
7) Special Education Aides and Title I Aides will be utilized and trained to support special education students.			

Strategy Description	Formative Reviews		
	Oct	Feb	June

= Accomplished

= 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.			
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			
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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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 dis-aggregation (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) AVID strategies - Cornell Notes (g) Blended Learning (h) I-Station	33%	75%	80%
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.	33%	70%	75%
6) Rigorous instruction and student learning will be supported by campus Peer Facilitators.	33%	70%	80%
7) Special Education Aides and Title I Aides will be utilized and trained to support special education students.	33%	65%	75%

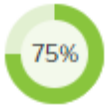
= Accomplished

= 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			
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			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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	33%	65%	85%
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.	33%	65%	80%
5) Rigorous instruction and student learning will be supported by campus Peer Facilitators.	33%	55%	80%
6) Special Education Aides and Title I Aides will be utilized and trained to support special education students.	33%	65%	80%

100% = Accomplished 0% = 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 (q) ACE After School Program	33%	70%	80%
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	33%	75%	85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	33%	65%	90%
4) Rigorous instruction and student learning will be supported by campus Peer Facilitators.	33%	70%	90%
5) Special Education Aides and Title I Aides will be utilized and trained to support special education students.	33%	70%	80%

= Accomplished

= 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.	33%	70%	80%
2) Promote participation in local and regional events and performances.	33%	75%	80%
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.	33%	60%	85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Increase participation in the Advanced Placement Programs for students in all subgroups and in AVID classes.	33%	70%	85%
5) Participate in the Texas Performance Standards Project.	33%	65%	70%
6) Provide Fine Arts students with the opportunity to interact with their peers from other campuses.	33%	80%	90%

= Accomplished

= No Progress

= Discontinue

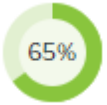
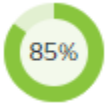
Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

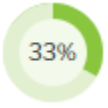
Performance Objective 1: Passing rates of ELL students on state assessments will be at 55% or above on all tested subjects. Additionally, 75% of ELL students will achieve advanced high or demonstrate progress on the state TELPAS assessment.

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 j. LLI kits			
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/LLI Classes: all 2nd year recent immigrants for enrichment			
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			
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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
	= Accomplished = No Progress = Discontinue		

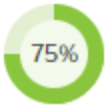
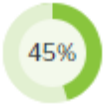
Performance Objective 2: By the Spring of the year 2019, Distinction will be achieved in Special Education

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) LLI kits (e) I-Station (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			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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) LLI 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			
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) I-Station (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 (j) LLI kits			

Strategy Description	Formative Reviews		
	Oct	Feb	June
	= Accomplished = 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 P.B.I.S.			
2) Students will come to class daily with required supplies: binder, paper, pen (blue or black) or a pencil, library book and their School issued Computer. Vouchers can and will be handed out for those unable to provide these materials and/or community donations.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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	33%	35%	75%

= Accomplished

= No Progress

= Discontinue

Performance Objective 4: By June of the year 2019, 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.	33%	55%	70%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide book clubs for students to discuss literature during lunch and introduce inquiry circles to students.	33%	55%	75%
3) Provide students with the opportunity to participate in the Name That Book Competition	33%	45%	75%
4) Provide after enrichment for students in areas of interest	33%	45%	75%
5) Provide opportunities for students to participate in Texas Performance Standards Projects	33%	45%	80%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 5: By June 2019, 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.	33%	45%	65%
2) Call students who are absent a second consecutive day	33%	50%	70%
3) Utilize automated phone system to contact parents whenever a child is absent	33%	45%	70%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	33%	55%	80%
5) Provide counseling services to students that are experiencing attendance issues due to social or emotional reasons.	33%	55%	75%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 6: By June of the year 2019, 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	33%	55%	70%
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.	33%	50%	75%
3) Students identified as at-risk will be provided with tutoring services such as I-Station and Think Through Math by identified personnel.	33%	50%	70%
4) Provide reading intervention instruction to struggling readers and students diagnosed with dyslexia.	33%	45%	70%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide additional instruction to students outside of the regular school day.	33%	50%	70%
100% = Accomplished 0% = No Progress = Discontinue			

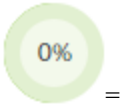
Performance Objective 7: Discipline Referrals will decrease by at least 5% from the 2017-2018 school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide a bullying training to all teachers and professional staff.	33%	55%	65%
2) Continue with peer mediation program to help reduce conflict between students and teach conflict resolution skills.	33%	70%	70%
3) Continue the implementation of conscious discipline and CHAMPS by providing training to new teachers and posting expectations in all common areas.	33%	60%	70%
4) Provide an anti-bullying presentation to all homeroom classes.	33%	30%	75%
100% = Accomplished 0% = 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.

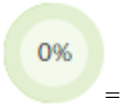
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Accelerated Program at all levels for Pre-AP and GT students a. Staff development of Laying the Foundations Strategies b. Staff Development in GT strategies c. Staff Development at Rice Institute d. AVID	33%	60%	80%
2) National Junior Honor Society - (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	33%	40%	75%
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	33%	45%	70%
4) Classes for High School credit are offered (a) Algebra (b) Health (c) Art (d) Spanish (e) Spanish Credit by Exam (f) U.I.L. Fine Arts	33%	35%	70%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished  = No Progress = Discontinue			

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

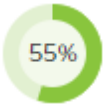
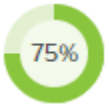
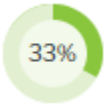
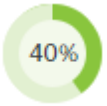
Performance Objective 1: Staff and students will foster positive rapport and build relationships through the use of: Rigor, Relevance and Relationship training Concise and consistent campus and classroom rules Student/Teacher contracts Motivational Rewards Group leaders in Classroom Staff Development 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.

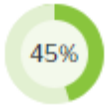
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) South Houston Intermediate teachers will teach to the student's readiness and needs (a) STAAR materials for planning (b) Classroom evaluation for planning (c) Special projects (d) Rigor, Relevance and Relationships (e) Principal STAAR talks through 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 (Connect), 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) ACE After School Program			

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished  = No Progress = Discontinue			

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

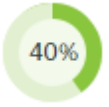
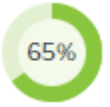
Performance Objective 1: Develop Multicultural Awareness

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			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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 = 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			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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 = 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	33%	50%	75%
2) Peer Mediation - (a) Peer Mediation (CIS) (b) Development of Student Learners (c) Student Leadership training (d) Extended Day (e) P.B.I.S. surveys from students, teachers and community (f) Communities in Schools (g) Men of Distinction (h) SHAC Student of the Month, Athlete of the Month	33%	50%	65%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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	33%	50%	55%
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.	33%	55%	75%
100% = Accomplished	0% = No Progress	= Discontinue	

Performance Objective 2: By June of the year 2019, 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	33%	35%	65%
2) Continue participation in community sponsored programs that provide social and academic support for our students and families, such as Backpack Buddies	33%	65%	75%
3) Seek and develop new partnerships with businesses and the community that will provide support for our students.	33%	45%	60%

= Accomplished

= 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 2019, 100% of all classrooms will meet the requirements of a 21st century classroom. By the Spring of the year 2019, 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 2018, 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.	33%	50%	65%
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 (r) Plan4Learning	33%	45%	65%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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	33%	45%	60%
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	33%	55%	65%
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	33%	55%	70%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: By June of the year 2019, 50% of the 8th graders will meet the proficiency standard on the Tech Literacy Assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase technology integration in classroom lessons through the use of the 1:1 Dell tablets.	33%	40%	60%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: By June of the year 2018, 85% 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.	33%	55%	65%
2) Provide technology training on campus	33%	50%	65%
3) Provide orientation to technology services	33%	50%	65%
100% = Accomplished 0% = No Progress = Discontinue			

South Shaver Elementary Performance Objectives 2018-2019

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. (ATS - All, SE)	10%	15%	25%
2) Implement the district scope and sequence for all courses in grades PK through 4. (ATS - All, SE)	10%	15%	25%
3) Provide campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. (ATS - All, SE)	10%	15%	25%
4) Integrate relevant literacy skills across all content areas. (ATS - All, SE)	10%	15%	25%
5) Implement gradual release model for lesson design and delivery. (ATS - All, SE)	10%	15%	25%
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas. (ATS - All, SE)	10%	15%	25%
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS. (ATS - All, SE)	10%	15%	25%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use on-line databases, eBooks, books, and other resources for specific TEKS. (ATS - All, SE)	10%	15%	25%
9) Provide staff development on utilization of on-line databases and resources. (ATS - All, SE)	10%	15%	25%
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. (ATS - All, SE)	10%	15%	25%
11) Build and convene content area curriculum committees to share successful implementation of research-based instructional practices. (ATS - All, SE)	10%	15%	25%
12) Provide instructional supplies and materials needed to implement research-based strategies on a daily basis to promote a variety of learner engagement techniques. (ATS - All, SE)	10%	15%	25%
13) Develop and provide research-based instructional strategies and staff development plan for technology integration. (ATS - All, SE)	10%	15%	25%
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. (ATS - All, SE)	10%	15%	25%

= Accomplished

= 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. (ATS - All, SE)	10%	15%	25%
2) Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency. (ATS - All, SE)	10%	15%	25%
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments. (ATS - All, SE)	10%	15%	25%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (ATS - All, SE)	10%	15%	25%
5) Provide staff development on data disaggregation and how the data will drive instruction. (ATS - All, SE)	10%	15%	25%
6) Use data disaggregation to drive instruction. (ATS - All, SE)	10%	15%	25%
100% = Accomplished 0% = 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. (ATS - All, SE)	10%	15%	25%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide data talks on differentiation/scaffolding designed to meet the learning needs of every student. (ATS - All, SE)	10%	15%	25%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (ATS - All, SE)	10%	15%	25%
4) Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance. (ATS - All, SE)	10%	15%	25%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (ATS - All, SE)	10%	15%	25%
6) Establish and support campus PLCs. (ATS - All, SE)	10%	15%	25%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. (ATS - All, SE)	10%	15%	25%

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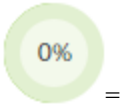

= No Progress

= 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. (ATS - All, SE)	10%	15%	25%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Continue/maximize the campus use of Accelerated Reader. (ATS - All, SE)	10%	15%	25%
3) Provide time and materials for purposeful reading during the school day. (ATS - All, SE)	10%	15%	25%
4) Provide information to teachers regarding special reading needs of dyslexia students. (ATS - All, SE)	10%	15%	25%
5) Identify student reading levels to monitor reading improvement, and align reading materials to their instructional level. (ATS - All, SE)	10%	15%	25%
6) Provide staff development about reading strategies. (ATS - All, SE)	10%	15%	25%
7) Provide library books and online resources to support all learning styles. (ATS - All, SE)	10%	15%	25%
100% = Accomplished 0% = 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. (ATS - All, SE)	10%	15%	25%
2) Promote G/T Summer Exploration Camp opportunities. (ATS - All, SE)	10%	15%	25%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) G/T students will participate in Texas Performance Standards Project and other supplemental enrichment activities aligned with the regular academic program. (ATS - All, SE)	10%	15%	25%
4) Students will be clustered and instructed by G/T-certified teachers. (ATS - All, SE)	10%	15%	25%
5) Implement G/T Pullout program for identified students. (ATS - All, SE)	10%	15%	25%
6) Promote participation in the Duke Talent Search program in fourth grade. (ATS - All, SE)	10%	15%	25%

= Accomplished

= 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. (ATS - All, SE)	10%	15%	25%
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. (ATS - All, SE)	10%	15%	25%
3) Ensure the implementation of 504 accommodations for eligible students. (ATS - All, SE)	10%	15%	25%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. (ATS - All, SE)	10%	15%	25%
5) Implement research-based strategies and programs designed to accelerate student learning. (ATS - All, SE)	10%	15%	25%
6) Provide additional support to parents of at-risk students. (ATS - All, SE)	10%	15%	25%
7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade. (ATS - All, SE)	10%	15%	25%
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. (ATS - All, SE)	10%	15%	25%
9) Offer the Texas ACE program after school to selected students in 2nd through 4th grade, to improve student attendance, behavior, and academics and to provide supplemental enrichment activities aligned with the regular academic program. (ATS - All, SE)	10%	15%	25%

= Accomplished

= 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 instructional supplies and materials for all teachers working with ELL students. Integrate Spanish language books within the library collection. (ATS - All, SE)	10%	15%	25%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide opportunities for staff to attend ESL and ELPS training. (ATS - All, SE)	10%	15%	25%
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district's bilingual continuum. (ATS - All, SE)	10%	15%	25%
4) Implement the ESL scope and sequence at all grade levels. (ATS - All, SE)	10%	15%	25%
100% = Accomplished 0% = 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. (ATS - All, SE)	10%	15%	25%
2) Provide mediation, conflict resolution, bullying, and Conscious Discipline training opportunities for students and staff. (ATS - All, SE)	10%	15%	25%
3) Create a crisis management plan, including safety drills. (ATS - All, SE)	10%	15%	25%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. (ATS - All, SE)	10%	15%	25%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide Character Education programs. (ATS - All, SE)	10%	15%	25%
6) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior. (ATS - All, SE)	10%	15%	25%
7) Provide staff development concerning abuse and reporting obligations. (ATS - All, SE)	10%	15%	25%
100% = Accomplished 0% = 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. (ATS - All, SE)	10%	15%	25%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. (ATS - All, SE)	10%	15%	25%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. (ATS - All, SE)	10%	15%	25%
4) Administer Fitnessgram and use reports to drive instruction. (ATS - All, SE)	10%	15%	25%
5) Provide Parent Education Opportunities for coordinated school health. (ATS - All, SE)	10%	15%	25%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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. (ATS - All, SE)	10%	15%	25%
2) Record grades that accurately communicate mastery or non mastery on specific student expectations. (ATS - All, SE)	10%	15%	25%
3) Use grades and/or content specific grading rubrics. (ATS - All, SE)	10%	15%	25%
4) Use district guidelines regarding the appropriate use of homework. (ATS - All, SE)	10%	15%	25%
5) Use district-wide grade and/or content-appropriate retest standards. (ATS - All, SE)	10%	15%	25%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. (ATS - All, SE)	10%	15%	25%
	100% = Accomplished	0% = 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. (ATS - All, SE)	10%	15%	25%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance. (ATS - All, SE)	10%	15%	25%
100% = Accomplished 0% = 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. (ATS - All, SE)	10%	15%	25%
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. (ATS - All, SE)	10%	15%	25%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. (ATS - All, SE)	10%	15%	25%
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. (ATS - All, SE)	10%	15%	25%
5) Campus will follow district procedures regarding parental request for special education evaluation. (ATS - All, SE)	10%	15%	25%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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. (ATS - All, SE)	10%	15%	25%
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. (ATS - All, SE)	10%	15%	25%
8) Campus will follow district policy to ensure that students with disabilities have access to facilities. (ATS - All, SE)	10%	15%	25%
9) Campus will provide instructional materials and training for all teachers working with students with disabilities. (ATS - All, SE)	10%	15%	25%
10) Campus will include Special Education teachers in training regarding dyslexia and related disorders. (ATS - All, SE)	10%	15%	25%
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments. (ATS - All, SE)	10%	15%	25%
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. (ATS - All, SE)	10%	15%	25%

100% = Accomplished 0% = 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. (ATS - All, SE)	10%	15%	25%
2) Classrooms will be equipped with at least the minimum requirements for the "21st Century Classroom." (ATS - All, SE)	10%	15%	25%
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. (ATS - All, SE)	10%	15%	25%
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. (ATS - All, SE)	10%	15%	25%

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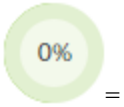


= No Progress

= 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. (ATS - All, SE)	10%	15%	25%
2) Ensure that all teachers have access to adequate technology for the implementation of TEKS requirements. (ATS - All, SE)	10%	15%	25%

= Accomplished

= 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. (ATS - All, SE)	10%	15%	25%
2) Establish higher education promotion campaigns. (ATS - All, SE)	10%	15%	25%

= Accomplished

= 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. (ATS - All, SE)	10%	15%	25%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day. (ATS - All, SE)	10%	15%	25%

= Accomplished

= 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. (ATS - All, SE)	10%	15%	25%
2) Provide mentoring and staff development opportunities to new personnel. (ATS - All, SE)	10%	15%	25%
3) Expand leadership and mentoring opportunities for all staff. (ATS - All, SE)	10%	15%	25%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. (ATS - All, SE)	10%	15%	25%

= Accomplished

= 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. (ATS - All, SE)	10%	15%	25%
2) Provide parent education programs on various topics. (ATS - All, SE)	10%	15%	25%
3) Implement Superintendent's Stay in School Project/District Attorney Partnership. (ATS - All, SE)	10%	15%	25%
4) Provide parent workshops regarding reading with children, including online resources and eBooks. (ATS - All, SE)	10%	15%	25%
5) Provide educational resources for parents on the campus website. (ATS - All, SE)	10%	15%	25%
6) Provide instructional resources for parents to utilize at home with their children. (ATS - All, SE)	10%	15%	25%
7) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information, and TAPR data.	10%	15%	25%
8) Provide information that can be utilized with students and parents in the interpretation of test results. (ATS - All, SE)	10%	15%	25%

= Accomplished

= 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. (ATS - All, SE)	10%	15%	25%
2) Promote student/parent/business involvement through volunteerism. (ATS - All, SE)	10%	15%	25%
3) Promote service organizations for students (Student Council, Service Club, etc.). (ATS - All, SE)	10%	15%	25%
4) Implement Campus Spotlight and/or awards for exceptional service (i.e., Teacher of the Year, Paraprofessional of the Year, Volunteer of the Year, etc.) (ATS - All, SE)	10%	15%	25%
5) Participate in programs such as See to Succeed, Super Smile Savers, and Brighter Bites. (ATS - All, SE)	10%	15%	25%

100% = Accomplished 0% = 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. (ATS - All, SE)	10%	15%	25%
2) Provide opportunities to attend behavior management trainings. (ATS - All, SE)	10%	15%	25%
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). (ATS - All, SE)	10%	15%	25%
4) Create campus safety crisis management plans, including safety drills. (ATS - All, SE)	10%	15%	25%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior. (ATS - All, SE)	10%	15%	25%
6) Provide opportunities to attend Gang Awareness training and Character Education programs. (ATS - All, SE)	10%	15%	25%
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. (ATS - All, SE)	10%	15%	25%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. (ATS - All, SE)	10%	15%	25%
9) Implement an age-appropriate and vertically aligned guidance curriculum. (ATS - All, SE)	10%	15%	25%

= Accomplished

= 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. (ATS - All, SE)	10%	15%	25%
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials. (ATS - All, SE)	10%	15%	25%
100% = Accomplished 0% = 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. (ATS - All, SE)	10%	15%	25%
2) Establish protocols for safety procedures at field trips. (ATS - All, SE)	10%	15%	25%
3) Provide opportunities for employees to be trained in personal safety. (ATS - All, SE)	10%	15%	25%
100% = Accomplished 0% = 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. (ATS - All, SE)	10%	15%	25%
2) Provide support for student and staff participation in service-learning opportunities. (ATS - All, SE)	10%	15%	25%

= Accomplished

= No Progress

= Discontinue

Southmore Intermediate Performance Objectives 2018-2019

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 core teams will take common summative 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.	40%	70%	100%
2) PLC meetings will be held after each common assessment to identify areas where reteaching is needed.	30%	50%	100%
3) Student expectations will be posted in classrooms and tied to lesson plans in Forethought.	25%	55%	80%
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Rigorous instruction will be provided by highly qualified and trained teachers who follow District timelines and prepare common formative assessments. PLCs will begin with planned questioning and review of RTI needs for individual students.	90%	100%	100%
5) Rigorous instruction and student learning will be supported by campus coaches through Peer Coaching.	15%	25%	70%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Incorporate more intervention into the school day by expanding Reading and Math elective classes. Offer TIER III elective courses.	100%	100%	100%
7) Intervention opportunities will be offered before, during and after school (DAWG time and Tutorials).	100%	100%	100%
8) Monitor student Progress (Fix your Grade Fridays) in Homeroom; recognize and reward student achievement with Bulldog Coupons, BITE celebrations and in Academic Pep Rallies	70%	75%	100%
9) In order to meet the needs of the struggling learners teacher teams will be provided planning time with campus and district specialist with a goal of identifying, planning, and assessing power focus standards.	75%	90%	100%
100% = Accomplished 0% = 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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%
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.	100%	100%	100%
4) Campus will follow district procedures regarding parental request for special education evaluation.	100%	100%	100%
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.	80%	85%	100%
6) Campus will follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%
7) Tutorials will be offered to support special education students' academic success.	65%	85%	100%
8) Special Education Aides and Title 1 Aides will be utilized and trained to support special education students.	100%	100%	100%
9) Teachers will review formative and summative assessment data to identify areas where more support is needed.	70%	90%	100%
10) Co-teach and inclusion classes will be in place for students requiring support facilitation.	100%	100%	100%
11) Campus will follow district procedures in addressing Transition requirements for students with disabilities.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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. (CIP - Reading, Math, Writing, ELL)	80%	90%	100%
2) Teachers will review formative and summative assessment data to identify areas where more support is needed. (CIP - Reading, Math, Writing, ELL)	100%	100%	100%
3) A Language Arts elective lab that will focus and reinforce basic language fundamentals will be implemented to help sheltered ELLs. (CIP - Reading, Math, Writing, ELL)	70%	85%	100%
4) Language Objectives will be documented in lesson plans and posted in the classroom by all teachers.(CIP - Reading, Math, Writing, ELL)	100%	100%	100%
5) ESL Aides will be utilized and trained to support ELLs who are in a sheltered setting. (CIP - Reading, Math, Writing, ELL)	100%	100%	100%
6) Tutorials, DAWG time, and extended day opportunities (ACE), and morning tutorial opportunities (ACE) will be offered to support ELLs academic success. (CIP - Reading, Math, Writing, ELL)	100%	100%	100%
7) Math and reading electives will be made available to ELLs struggling in those content areas. (CIP - Reading, ELL)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Teachers will incorporate the use of SIOP and ESL strategies into their teaching. (CIP - Reading and Math)	100%	100%	100%
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. (CIP - Reading, Writing)	50%	80%	95%
10) Offer training on dictionary usage, especially the Bilingual dictionary in LA classes; investigate electronic bilingual dictionaries. (CIP - Writing, Reading, Science, Social Studies , ELL)	100%	100%	100%
11) Use Capstone ebooks for Guided Reading and provide SSR time to support literacy. Provide leveled reading selections in the classroom (classroom libraries) (CIP - Reading, ELL)	75%	100%	100%
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 Internal Instructional Rounds (CIP - Reading, Writing, Math, ELL).	60%	60%	100%
13) Tutorials and Extended Day 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. (CIP - Reading, ELL)	55%	70%	95%

= Accomplished

= No Progress

= Discontinue

Performance Objective 4: By June 2019, 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.	100%	100%	100%
2) GT students will have the opportunity to participate in extra-curricular academic competitions such as the Spelling Bee, Science Fair, STEAM competition, Robotics, Duke Talent Search, PSAT, Name that Book Competition and the Academic Pentathlon.	100%	100%	100%
3) GT students will create a TPSP based on District criteria in May.	65%	85%	100%
4) Pre-AP Teachers will be GT-certified and will participate in District GT staff development.	100%	100%	100%
5) A parent meeting will be held to introduce parents to the GT project and to address the purpose of the GT program.	45%	50%	85%
6) Pre-AP students are selected to peer tutor during DAWG time.	45%	50%	80%

= Accomplished

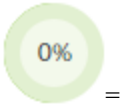
= No Progress

= Discontinue

Performance Objective 5: By June 2019, 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.	70%	85%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Utilize automated phone system to contact parents whenever a student is absent.	100%	100%	100%
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.	65%	85%	100%
4) Actively pursue leavers and potential dropouts by participating in the annual District's Walk for Success.	100%	100%	100%
5) Recognize and reward perfect attendance in Academic Pep Rallies.	100%	100%	100%
6) Recognize Homerooms with the highest attendance by six weeks.	100%	100%	100%
7) Student attendance incentives such as iPads, Beats headphones, shoes, and movie passes to be awarded.	50%	75%	100%

= Accomplished


= No Progress

= Discontinue

Performance Objective 6: Discipline referrals will decrease by at least 5% from the previous school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Make students aware of Discipline Expectations and BARK Guidelines for Success through WOOF TV, on School PowerPoint and in Discipline Assembly. Inform students of requirements for DAWGS Day Out Field Trip.	65%	90%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	45%	65%	95%
3) Use call-out to notify parents if a student has been in the discipline office.	100%	100%	100%
4) BARK Committee meets monthly to study school needs and discipline statistics and presents strategies to staff.	75%	80%	100%
5) Practice crisis procedures and train all staff in crisis procedures including building safety (fire drill, duck and cover, metal detector, ALICE (active shooter training, child abuse, bullying and harassment and suicide prevention.	45%	70%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Hold homeroom academic competitions that support the campus literacy focus, such as AR and Read-Squared competitions, attendance incentive, etc.	100%	100%	100%
3) Offer Bulldog Incentive to Excel (BITE) to students who are passing each six weeks.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Bulldog Coupons will be earned by students for progress and report card performance, including conduct and attendance.	65%	85%	100%
5) Use ebooks, guided questions, and Accelerated Reader, in addition to SSR.	100%	100%	100%
6) Offer creative incentives for attendance, grades, and behavior, by creating campus wide incentive program with the use of the Silhouette CAMEO 3 Wireless Cutting Machine.	50%	80%	100%
100% = Accomplished 0% = 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.	50%	80%	100%
2) Tutorials and DAWG time will be offered to support the academic success of at-risk students (CIP Reading, Math, Science, Social Studies, SPED, ELL)	100%	100%	100%
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 Dream Box to support student learning.	100%	100%	100%
4) 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.	100%	100%	100%
5) All students will be tested using Literably to determine reading level and intervention needs.	100%	100%	100%

100% = Accomplished 0% = 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 28, 2019.

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.			100%
2) Homerooms choose college and use college name and mascot throughout year for academic competitions; participate in College Week activities in Homeroom.	100%	100%	100%
3) Students create resume and interview with community members during Career Day in May.			100%
4) Career electives offered to 8th grade students.	100%	100%	100%
5) College Field Trip for 8th Grade Students.			20%
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.	100%	100%	100%
7) 8th Grade students will be given the PSAT Assessment.	100%	100%	100%
8) Introduce Career and Tech High School as well as Early College High School opportunities to students and parents as they plan for high school.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) An AVID elective class that focuses on college readiness is offered to students.	100%	100%	100%
10) Implementation of the Summit Learning Model. A team with in a team approach in which the students are fully involved in a personalized learning plan. Will strongly promote the students learning through project based learning and addressing the cognitive skills needed for transformational learning.	100%	100%	100%
11) Incentives for Connect students that have completed their power focus areas ahead of due date.	100%	100%	100%
100% = Accomplished 0% = 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	100%	100%	100%
2) New teachers will receive induction support from campus-based mentors	100%	100%	100%
3) All teachers will attend staff developments to stay current in their content area	100%	100%	100%
4) The Campus Climate Committee will support teachers by recognizing staff members and providing goodies and treats throughout the year	100%	100%	100%
5) Team building activities at the beginning of the year and common conferences will be scheduled to facilitate teacher-to-teacher support	100%	100%	100%
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)	100%	100%	100%
7) All certified staff members will complete the 6 hour state required E - Course pertaining to Dyslexia in order to stay current.	100%	100%	100%

100% = Accomplished 0% = 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 before the end of the school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The volleyball team will hold a Parent Appreciation Night.	100%	100%	100%
2) Southmore will hold a Schedule Pick- Up Night.	100%	100%	100%
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.	100%	100%	100%
4) The Parent Involvement Committee will survey parents to determine other opportunities to attract parent involvement.	100%	100%	100%
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.	100%	100%	100%
6) Call-outs, handbooks and other written materials will be dual language.	100%	100%	100%
7) Mandatory Parent Conferences will be held to make parents aware of student academic and discipline issues.	100%	100%	100%
8) Parents will be invited to attend the End of Year Athletic Banquet and Awards Ceremonies in May.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Parents will be invited to presentations about the Career Tech High School, Rayburn High School and high school graduation requirements.	100%	100%	100%
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.	100%	100%	100%
11) Provide additional and individual support to parents of at risk students.	50%	80%	85%
12) Implement research - based programs designed to accelerate student learning.	100%	100%	100%

= Accomplished

= 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 before the end of the school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The Community Outreach Committee will actively seek support from professionals and organizations in the community.	50%	70%	85%
2) Professionals and members from the community will be invited to speak/present on WOOF-TV.	100%	100%	100%
3) Community members will be invited to judge special events on campus, such as Rites of Passage.			100%
4) The Parent Committee will invite Community Organizations and Businesses to participate in and speak at school events.	35%	35%	75%
5) Community professionals will be invited to participate in Career Day in May.	5%	10%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Students will take at least a one semester of a Technology Applications course.	100%	100%	100%
3) Teachers update their technology training in order to utilize technology in the classroom.	100%	100%	100%
4) At-risk students utilize computer-based instruction to support their learning (Dreambox, Discovery Education, Brain Pop, and Literably).	100%	100%	100%
5) Teachers utilize District Playlists and current event videos as springboards for class discussion.	100%	100%	100%
6) Elective classes in Yearbook and Media Productions provide opportunities for further student use of digital media.	100%	100%	100%
7) Science students will utilize Edusmart, Fusion Learning, Gizmo computer simulations, computer labs and data collection devices as they participate in Science labs.	100%	100%	100%
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.	100%	100%	100%
9) Utilize LanSchool on all teacher computers to monitor student computer usage.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
10) Teachers have access to OneNote Online.	100%	100%	100%
11) Teachers and students have access to Summit K - 12 program which allows the learner to make cross connections between science and other content related materials. The program is an interactive web based program and students are assessed and given immediate and specific feedback.	100%	100%	100%
12) Campus Leadership and SBDM will review the Campus Improvement Plan via Plan4Learning to ensure growth at the formative reviews. (plan4Learning Software)	100%	100%	100%
13) The campus will review data to match academic, technological supports, and resources to students needs during interventions, tutoring, and homeroom through Schoology, Connect (Personalized Learning), and Rosetta Stone Programs	100%	100%	100%
14) The campus will provide personalized learning through the Connect program where students receive curriculum via their 1:1 devices.	100%	100%	100%
15) Connect teachers are given an initial two week in - service and a monthly in-service on the use of the 1:1 device, Summit Platform, and Connect curriculum.	100%	100%	100%
16) Connect Classrooms will be provided with creative and flexible grouping options and materials that enrich the classroom environment.	100%	100%	100%
17) The campus will actively support and build the STEAM pathway into the after school program which supports students growth in the areas of coding, engineering, and robotics.	65%	85%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
TEA Priorities Improve low-performing schools 18) Students receiving support facilitation with in the mainstream classroom will need a the use of a TI - 180 elementary calculator for standardized assessments and has been approved by TEA.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Sparks Elementary Performance Objectives 2018-2019

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.	26%	19%	100%
2) Implement the district scope and sequences for all courses in grades PK -4	51%	77%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	68%	81%	95%
4) Integrate relevant literacy skills across all content areas.	58%	74%	95%
5) Implement gradual release model for lesson design and delivery.	45%	78%	90%
6) Use standardized rubrics for measuring responses for all writing assignments and /or assessments of all content areas.	48%	73%	95%
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.	29%	57%	70%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use on-line data bases, ebooks, books, and other resources for specific TEKS	15%	53%	85%
9) Provide staff development on utilization of on-line databases and resources.	14%	34%	95%
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.	26%	55%	95%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.	37%	48%	95%
12) Provide instructional materials and Implement research based strategies on a daily basis that promote a variety of learner engagement techniques.	61%	82%	95%
13) Develop and provide research based instructional strategies and staff development plan for technology integration.	41%	68%	95%
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 2: During current year, data dis-aggregation 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.	73%	79%	95%
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.	23%	47%	90%
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.	36%	53%	90%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	44%	70%	85%
5) Provide staff development on data dis-aggregation and how the data will drive instruction.	72%	82%	100%
6) Use data dis-aggregation to drive instruction.	74%	84%	100%

= Accomplished

= 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.	78%	85%	100%
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	38%	49%	85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	28%	53%	75%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	45%	62%	90%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	26%	71%	90%
6) Establish and support campus PLCs.	75%	85%	100%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	53%	74%	95%
100% = Accomplished 0% = 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	31%	54%	95%
2) Continue/maximize the campus use of Accelerated Reading Instruction	25%	44%	85%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide time and materials for purposeful reading during the school day.	43%	64%	95%
4) Provide information to teachers regarding special reading needs of dyslexia students.	25%	51%	100%
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	30%	59%	100%
6) Provide staff development about reading strategies.	38%	62%	100%
7) Provide library books and online resources to support all learning styles.	20%	41%	85%

= Accomplished

= 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	46%	74%	100%
2) Promote G/T Summer Exploration Camp opportunities.	1%	2%	90%
3) Participate in Texas Performance Standards Project	25%	30%	90%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Students will be clustered and instructed by G/T Certified teachers.	100%	100%	100%
5) Implement G/T Pullout program for identified students	100%	100%	100%
6) Promote participation in the Duke Talent Search program in fourth grade	1%	4%	95%

100% = Accomplished 0% = 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.	32%	52%	95%
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.	23%	46%	100%
3) Ensure the implementation of 504 accommodations for eligible students.	30%	60%	100%
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS	33%	54%	95%
5) Implement research-based programs designed to accelerate student learning.	50%	70%	95%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Provide additional and individualized support to parents of at risk students	38%	58%	90%
7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.	30%	75%	100%
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.		45%	95%

100% = Accomplished 0% = 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.	44%	74%	95%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	20%	42%	95%
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.	30%	64%	95%
4) Implement the ESL scope and sequence at all grade levels.	30%	64%	95%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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	83%	89%	100%
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	34%	64%	100%
3) Create a crisis management plans, including safety drills.	38%	71%	95%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	36%	71%	95%
5) Provide Gang awareness training and Character Education programs	18%	45%	95%
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.	51%	72%	95%
7) Provide staff development concerning abuse and reporting obligations	68%	85%	95%
	100% = Accomplished	0% = 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.	65%	80%	100%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	87%	91%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis	87%	90%	100%
4) Administer Fitnessgram and use reports to drive instruction	57%	72%	100%
5) Provide Parent Education Opportunities for coordinated school health	8%	31%	95%

100% = Accomplished 0% = 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.	77%	85%	95%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Record grades that accurately communicate mastery or non mastery on a specific student expectations.	55%	72%	95%
3) Use grade and/or content specific grading rubrics.	50%	77%	95%
4) Use district guidelines regarding the appropriate use of homework.	54%	62%	95%
5) Use district wide grade and/or content appropriate retest standards.	47%	60%	80%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	58%	75%	100%

100% = Accomplished 0% = 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.	52%	81%	90%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	51%	73%	95%

100% = Accomplished 0% = 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.	85%	94%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.	100%	100%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	77%	92%	95%
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 time-lines.	100%	100%	100%
5) Campuses will follow district procedures regarding parental request for special education evaluation.	100%	100%	100%
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 and STAAR Alt (ie., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required STAAR an STAAR Alternative Participation Requirement Forms	100%	100%	100%
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.	78%	87%	95%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Follow district policy to ensure students with disabilities have access to facilities.	78%	90%	100%
9) Provide instructional supplies and training for all teachers working with students with disabilities.	74%	89%	95%
10) Include special education teachers in training given in the area of dyslexia and related disorders.	5%	5%	95%
11) Monitor the number of students with disabilities being served in least restrictive environments.	66%	89%	100%
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.	45%	59%	100%
100% = Accomplished 0% = 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.	55%	73%	100%
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom"	51%	76%	95%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan	59%	71%	95%
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	56%	76%	95%

= Accomplished

= 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.	80%	85%	95%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	80%	90%	95%

= Accomplished

= 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.	15%	50%	100%
2) Establish higher education promotion campaigns.	10%	60%	95%

= Accomplished

= 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.	25%	70%	95%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	20%	70%	95%

100% = Accomplished 0% = 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.	45%	75%	100%
2) Provide mentor-ship and staff development opportunities to new personnel.	45%	75%	100%
3) Expand leadership and mentoring opportunities for all staff.	30%	75%	95%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	35%	85%	95%

= Accomplished

= No Progress

= Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly 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 child's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component and orientation programs.	60%	85%	95%
2) Provide parent education at all campuses on various topics.	35%	75%	85%
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	35%	80%	95%
4) Provide parent workshops regarding reading with children, online resources and ebooks.	10%	35%	65%
5) Provide educational resources for parents on their website.	60%	80%	95%
6) Provide instructional resources for parents to utilize at home with their child.	40%	80%	95%
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.	20%	55%	95%
8) Provide information that can be utilized with students and parents in the interpretation of test results.	40%	45%	100%

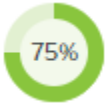
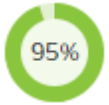
Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

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.	40%	65%	90%
2) Promote student/parent/business involvement through volunteerism.	70%	80%	80%
3) Promote service organizations for students in school Student Council, etc.)	55%	75%	100%
4) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers.	10%	50%	100%
5) Participate in the "See to Succeed" program		100%	100%
	100% = Accomplished	0% = 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			

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.	65%	85%	100%
6) Provide opportunities to attend Gang Awareness training and Character Education programs.	50%	90%	100%
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.	100%	100%	100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.	65%	95%	100%
9) Implement and age appropriate and vertically aligned guidance curriculum.	90%	90%	100%

= Accomplished

= 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.	80%	90%	100%
2) Provide training opportunities for all employees on blood-borne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	100%	100%	100%
100% = Accomplished 0% = 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.	75%	90%	100%
2) Establish protocols for safety procedures at field trips.	85%	85%	100%
3) Provide opportunities for employees to be trained in personal safety.	75%	90%	100%
100% = Accomplished 0% = 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.	45%	75%	95%
2) Provide support for student and staff participation in service learning opportunities.	60%	80%	100%

= Accomplished

= No Progress

= Discontinue

Stuchbery Elementary Performance Objectives 2018-2019

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.

Next Year's Recommendation 1: Continue to use campus, district and state data to drive decision making.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs. *TAIS: SG-SPED Reading	30%	50%	50%
2) Implement the district scope and sequences for all courses in grades Pk to 4. *TAIS: SG- SPED Reading	100%	100%	100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards	45%	80%	70%
4) Integrate relevant literacy skills across all content areas. *TAIS: SG- SPED Reading	50%	60%	100%
5) Implement gradual release model for lesson design and delivery	100%	100%	100%
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.	30%	35%	40%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS.	0%	20%	20%
8) Use on-line databases, eBooks, books, and other resources for specific TEKS. *TAIS: SG-SPED Reading	100%	100%	100%
9) Provide staff development on utilization of on-line databases and resources. *TAIS: SG-SPED Reading	100%	100%	100%
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	50%	50%	50%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.	100%	100%	100%
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 -LLI Kits -BAS kits *TAIS: SG-SPED Reading	100%	100%	100%
13) Develop and provide research based instructional strategies and staff development plan for technology integration.	40%	55%	50%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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	100%	100%	100%

100% = Accomplished 0% = 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	45%	55%	100%
2) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments	30%	60%	100%
3) Provide staff development opportunities for regular education teachers on the intervention and referral process (e.g. Fish Camp).	100%	100%	100%
4) Provide staff development on data disaggregation and how the data will drive instruction. *TAIS: SG- SPED Reading	10%	50%	50%
5) Use data disaggregation to drive instruction. RIDE Time *TAIS: SG- SPED Reading	100%	100%	100%

100% = Accomplished 0% = 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	100%	100%	100%
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. *TAIS: SG- SPED Reading	15%	30%	35%
3) Teachers will attend training opportunities for problem solving and higher-level questionaing/thinking skills needed to increase rigor.	0%	0%	70%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance	100%	100%	100%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. *TAIS: SG- SPED Reading	55%	60%	60%
6) Establish and support campus PLCs. *TAIS: SG- SPED Reading	100%	100%	100%
7) Allow time for consistent vertical, horizontal, and team planning,as well as campus-based staff development. *TAIS: SG- SPED Reading	50%	100%	100%
8) Provide time to address Texas Accountability Intervention System (TAIS) safeguards *TAIS: SG- SPED Reading	10%	40%	40%

100% = Accomplished 0% = 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.	40%	45%	60%
2) Provide time and materials for purposeful reading during the school day. Read N' Relax prior to transitions. *TAIS: SG- SPED Reading	20%	30%	65%
3) Provide information to teachers reagarding special reading needs of dyslexia students.	100%	100%	100%
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	100%	100%	100%
5) Provided staff development about reading strategies. *TAIS: SG- SPED Reading	30%	40%	45%
6) Provide library books and online resources to support all learning styles. *TAIS: SG- SPED Reading	100%	100%	100%
7) Campus and district "Slide Into Summer" reading incentive programs.	100%	100%	100%
8) AR reward day for reading progress	100%	100%	100%

100% = Accomplished 0% = 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	100%	100%	100%
2) Promote G/T Summer Exploration Camp opportunities.	40%	45%	65%
3) Participate in Texas Performance Standards Project.	0%	0%	0%
4) Students will be clustered and instructed by G/T Certified teachers.	100%	100%	100%
5) Implement G/T Pullout program for identified students.	100%	100%	100%
6) Provide field trip opportunities for enrichment	35%	100%	100%
7) Provide students with learning tools/supplies to foster critical thinking.	35%	80%	100%

100% = Accomplished 0% = 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	35%	65%	100%
2) Ensure the implementation of 504 accommodations for eligible students.	100%	100%	100%
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	5%	40%	90%
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	0%	0%	50%
5) Provide additional and individualized support to parents.	30%	35%	45%
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.	5%	5%	95%

= Accomplished

= 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.	40%	50%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide opportunities for staff to attend ESL and ELPS training	30%	35%	35%
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.	10%	10%	100%
4) Implement the ESL scope and sequence at all grade levels.	100%	100%	100%

100% = Accomplished 0% = 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.	10%	15%	100%
2) Provided mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. One/one meetings with each student.	5%	10%	100%
3) Create a crisis management plan, including safety drills.	10%	100%	100%
4) Provided training and implement effective strategies through Safe and Civil Schools and PBIS to reduce inappropriate behavior and monitor attendance.	5%	40%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provided Gang Awareness training and Character Education programs. HERO Pep rallies recognizing students exhibiting character traits that align with guidelines for success.	0%	40%	100%
6) Utilize behavior specialists to provide intervention strategies and develop and Intervention Plan for students with chronic misbehavior.	10%	10%	100%
7) Provide staff development concerning abuse and reporting obligations.	45%	45%	45%
8) Provide support and staff development opportunities to increase skills in building relationships	55%	100%	100%
= Accomplished = 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.	0%	5%	60%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. FluClinic partnership with Walgreens.	100%	100%	100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	30%	45%	50%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Administer Fitnessgram and use reports to drive instruction.	100%	100%	100%
5) Provide Parent Education Opportunities for coordinated school health forums and campus Health Fair	5%	10%	20%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.	100%	100%	100%
3) Use grade and/or content specific grading rubrics.	100%	100%	100%
4) Use district guidelines regarding the appropriate use of homework.	0%	5%	10%
5) Use district wide grade and/or content appropriate retest standards.	100%	100%	100%
6) Using and RTI model, students who are failing will be identified for and receive appropriate intervention in a timely manner.	5%	5%	10%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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	0%	100%	100%
2) Phone calls home prior to 9:30AM	0%	0%	55%
	100% = Accomplished	0% = 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.	100%	100%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.	100%	100%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	10%	15%	25%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Work collaboratively with the Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.	40%	80%	100%
5) Follow district procedures regarding parental request for special education evaluation.	100%	100%	100%
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.	100%	100%	100%
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.	60%	100%	100%
8) Follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%
9) Provide instuctional materials and training for all teachers working with students with disabilites. *TAIS: SG- SPED Reading	25%	60%	100%
10) Include special education teachers in training given in the area of dyslexia and related disorders. *TAIS: SG- SPED Reading	30%	70%	100%
11) Monitor the number of students with disabilities being served in least restrictive environments. *TAIS: SG- SPED Reading	45%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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	35%	50%	100%

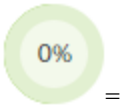
= Accomplished

= 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.	100%	100%	100%
2) Classrooms will be equipped with at least minimum requirements for the "21st Century classroom".	35%	40%	100%
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 outlined in the District Technology Plan.	35%	40%	100%
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	45%	100%	100%
5) Computer Lab rotation	100%	100%	100%

= Accomplished


= 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.	40%	100%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements..	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Establish higher education promotion campaigns. College tiles created by staff.	100%	100%	100%

100% = Accomplished 0% = 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.	40%	45%	45%
2) Provide opportunities for student to explore various career opportunities through an annual Career Day.	100%	100%	100%

= Accomplished

= 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.	15%	55%	100%
2) Provide mentorship and staff development opportunities to new personnel. PLCs	40%	100%	100%
3) Expand leadership and mentoring opportunities for all staff. Create deliverables to provide training to teammates.	100%	100%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (SG- C & M ELL)	35%	50%	65%
5) Provide peer observation opportunities and partnerships.	45%	50%	100%
6) SBDM Core Value and Campus Plan Ownership	0%	50%	50%

= Accomplished

= No Progress

= Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

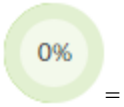
Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in theri children's education.During the current school year, a parental involvement program 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.	35%	35%	60%
2) Provide parent education on various topics: CHARLAS	100%	100%	100%
3) Provide parent workshops regarding reading with children, online resources and eBooks.	55%	55%	55%
4) Provide educational resources for parents on the website.	0%	0%	0%
5) Provide instructional resources for parents to utilize at home with their child (Ready Rosie)	100%	100%	100%
6) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title I information and TAPR data.	40%	50%	100%
7) Provide parents with information that can be utilized with students and parents in the interpretation of test results.	40%	50%	50%
8) Provide stakeholders with school Facebook page to promote brand, communicate with community, and historically follow school events with picture and video.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Provide multiple parent/student nights that promote strong family relationships and involvement. Father/daughter and mother/son dances in the spring.	100%	100%	100%
10) Provide platform to parent visibility and direct involvement during the school day with WatchDOGS program.	100%	100%	100%
= Accomplished = 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	0%	0%	0%
2) Promote student/parent/business involvement through volunteerism (Red Ribbon Week, WatchDOGS, Historians, HOSTS mentor, etc.)	100%	100%	100%
3) Promote service organization for students ins school (Student Council, Safety Patrol, Boys/Girls Group)	100%	100%	100%
4) Participate in the "See to Succeed" program.	100%	100%	100%
5) Establish local business and community centers (Walgreens, Albemarle, McDonalds, and Sagemont	0%	0%	0%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished  = 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.

Next Year's Recommendation 1: Utilize PBIS with more fidelity.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.	45%	55%	100%
2) Provide opportunities to attend training in Behavior Management.	0%	40%	45%
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 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).	35%	40%	40%
4) Implementation of safety crisis management plans, including safety drills.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools/PBIS to reduce inappropriate behavior.	40%	40%	45%
6) Provide training opportunities for Gang Awareness,character education, and flag education programs.	100%	100%	100%
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).	45%	45%	45%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.	100%	100%	100%
9) Implement an age appropriate and vertically aligned guidance curriculum	0%	0%	0%
10) Provide in-class training on Conscious Discipline practices and KELSO with students.	100%	100%	100%
11) Provide weekly newsletter to staff to preview upcoming week, target reminders	100%	100%	100%
12) Promote ownership in school beautification. Ceiling tile projects.	0%	0%	0%

= Accomplished

= 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.	100%	100%	100%
2) Provide training opportunities for all employees on : Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials	100%	100%	100%

100% = Accomplished 0% = 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.

Next Year's Recommendation 3: All staff have been trained in safety.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.	100%	100%	100%
2) Establish protocols for safety procedures for fieldtrips	100%	100%	100%
3) Provide opportunities for employees to be trained in personal safety.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship

Next Year's Recommendation 4: Continue groups and music opportunities to foster growth

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)	100%	100%	100%
2) Provide support for student and staff participation in service learning opportunities	100%	100%	100%
= Accomplished = No Progress = Discontinue			

Performance Objective 5: Promote social skills to foster conducive learning environment for all students

Next Year's Recommendation 5: Equip more leaders for sessions.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide group session tools to build social awareness, interpersonal intelligence, and coping strategies.	35%	40%	50%
= Accomplished = No Progress = Discontinue			

Performance Objective 6: Empower families with tools to foster healthy lifestyles, choices, and manage adversity.

Next Year's Recommendation 6: Have more than just singular meetings

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Muffins with Moms	100%	100%	100%

100% = Accomplished 0% = 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

Next Year's Recommendation 1: Evaluate the growth with programs

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue access to iStation, ThinkThrough Math, ExtraMath, Ready Rosie, Waterford, EdMark and Dream Box via district agreements.	100%	100%	100%
2) Licence renewal of Flocabulary	100%	100%	100%
3) Staff-led instructional technology training at campus	45%	50%	100%
4) License renewal for Reading A-Z/Raz-Kids	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Sullivan Middle School Performance Objectives 2018-2019

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 the Summit Learning Platform (SLP), Aware and other tools of data collection to analyze student performance every week.	100%	100%	100%
2) Teachers will utilize SLP data during planning to focus on low SEs, use standard clarfications and Lead4ward.	100%	100%	100%
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.	100%	100%	100%

= Accomplished

= 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 workshops on a weekly basis that meet the needs of all students.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Monitor personalized learning environments through walk-throughs and instructional rounds.	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 4: 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 digital and print resources for instruction, reteaching, assessment, and homework; such as Social Studies Weekly, Moby Max, MyON, IXL, and Schoology.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 5: 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) Tutors will be hired as a supplemental intervention and will use leveled literacy intervention kits with emphasis on improving student's reading fluency and comprehension. LEP, Tier II, and Dyslexic students will receive additional support through the use of tutors during the traditional school day.	100%	100%	100%
2) Utilzation of ESL strategies in every class and implementation of English language oracy plan.	100%	100%	100%
3) Extended Day Tutorials for Math, Reading and Science to provide accelerated intensive instruction to students in smaller groups.	100%	100%	100%
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 6: 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.	100%	100%	100%
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.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 7: During the 2018-19 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 Field Day, Stallion Sprinters, Moving in the Middle, Walk for Sight, and Get Fit Jog.	100%	100%	100%
2) Students will participate in physical education assessments including Fitnessgram.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 8: 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) 1. Daily tutorials will take place before and after school in reading, math, and science focusing on accelerated instruction for all students to achieve 'meets grade level' as measured on 2019 STAAR. 2. Tutors will be hired to assist the large amount of students needing additional support with below grade-level content in an attempt to close gaps with learning fundamentals.	100%	100%	100%
PBMAS 2) Due to the large amount of students being served through intervention, tutors will be hired to assist with providing support to students who have not yet mastered the essential standards in math and students that are reading below-grade level during the traditional school day. All sub-populations of students are included.	100%	100%	100%

= Accomplished

= 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 and teachers will receive attendance recognition and rewards to promote attendance.	100%	100%	100%
2) An attendance administrator will monitor all students for attendance issues and implement strategies to promote attendance.	100%	100%	100%

= Accomplished

= 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.	100%	100%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.	100%	100%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%
5) Campus will follow district procedures regarding parental request for special education evaluation.	100%	100%	100%
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-ALT (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing District/State required STAAR and STAAR Alternative Participation Requirement Forms.	100%	100%	100%
7) 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.	100%	100%	100%
8) Monitor the number of students with disabilities being served in least restrictive environment.	100%	100%	100%
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.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) In May, thirty 5th grade students will explore science, math, and technology; incorporating these skills in real world operations and investigations.	100%	100%	100%
2) Introduction to extracurricular activities, an important college prerequisite for students through student clubs	42%	61%	100%
3) 100% of students are introduced to college through a series of college readiness activities.	100%	100%	100%
4) All students will receive leadership lessons based on the 7 Habits of Highly Effective Teens by Stephen Covey.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 4: 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.	38%	64%	100%
2) Kids 2 College field trip to University of Houston	100%	100%	100%
3) All students will complete a career interest survey and explore their career cluster.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Provide opportunities for students to facilitate a student-led conference with their parents three times per academic school year.	100%	100%	100%

= Accomplished

= 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.	100%	100%	100%
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.	100%	100%	100%
3) Administrators, Human Resources, and teacher leaders will have a consistent and comprehensive understanding of what constitutes a highly qualified staff member.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) 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.	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 3: Teachers will continually strive to improve their practice within their content area by attending on-going staff development and/or conferences for learning.

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.	100%	100%	100%
2) Administrators and staff members will nominate teachers for monthly teacher recognition.	100%	100%	100%
3) Teachers will attend staff development opportunities in order to stay abreast with best practices.	100%	100%	100%

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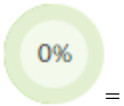

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Performance Objective 4: The Sullivan Crisis Management Team has established a plan in the event a crisis might occur and drills are preformed regularly.

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.	100%	100%	100%
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.	100%	100%	100%
3) ICE (In Case of an Emergency) cards have been given to every staff member on campus. Students have been trained on what to do when a health emergency takes place while on campus.	100%	100%	100%

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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 2018-19 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.	100%	100%	100%
2) Parent Education will be held monthly using the curriculum, 7 Habits of Highly Successful Parents beginning in October and ending in March.	100%	100%	100%
3) Parents will be invited to non-academic events throughout the year to improve relationships.	100%	100%	100%
4) Parents will be invited to student led conferences in January with the goal of 50% in attendance.	100%	100%	100%

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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 volunteers will meet to review and revise the parent policy, parent compact and parent calendar for the coming year.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) In March, the SBDM will meet to review the parent involvement policy, parent compact, and parent calendar of events for the coming year.	100%	100%	100%
3) In August parent volunteers will be recruited.	100%	100%	100%
4) 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.	100%	100%	100%

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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.	100%	100%	100%
2) 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.	100%	100%	100%
3) Parent literature will be sent out in English and Spanish and also made available in the office throughout the year.	100%	100%	100%
4) 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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) In the fall, parents will receive information about college readiness and its relevance to students through College Night.	100%	100%	100%
6) From November to February, GT and Commended students will be invited to participate in DUKE TIP program.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 4: Increase community involvement during the 2018 -19 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.	60%	60%	100%
2) Recruit and retain community resources that provide campus incentives for student success.	100%	100%	100%
3) Continue STEM experiences for at-risk students through our community partnership with StarBase.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Goal 5: We will promote a safe school environment, teach digital citizenship, and support the social, emotional, and physical well-being of all students and staff with "The Leader in Me" 7 guiding principles.

Performance Objective 1: During the 2018-2019 school year, 100% of students and staff will promote positive choices through the teaching and modeling of 7 Habits and the Safe and Civil Schools improvement cycle.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers and Staff will create and teach 7 Habits Lessons throughout the school year.	100%	100%	100%
2) Teachers and students will mentor and encourage students to set and achieve goals during 1:1 weekly check-ins using 7 Habits language and strategies.	100%	100%	100%
3) The Safe and Civil Committee will meet monthly to collect data on daily school operations and on current school-wide expectations.	100%	100%	100%
4) Moving in the Middle after-school intramural sports program for students in good standing.	100%	100%	100%

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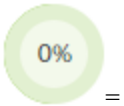

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Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

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) Students are assigned an individual computer in order to acquire technology skills.	100%	100%	100%
2) Teachers will be trained on how to use the various district provided technology to enhance instruction and data dissagregation.	100%	100%	100%
3) Students, teachers, and parents will be trained on how to navigate the web-based SLP (Summit Learning Platform) in order to have access to curriculum, assessments, work completion, and project submission.	100%	100%	100%
4) Students are taught digital citizenship, internet safety, cyber bullying, and computer science applications.	100%	100%	100%
100% = Accomplished 0% = 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 1:1 initiative.

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	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	100%	100%	100%

= Accomplished

= No Progress

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Summit Performance Objectives 2018-2019

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 2018-2019, 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) Teachers will activity participate in District FOCUS meetings.	30%	85%	100%
2) Teachers will contact mainstream campuses to collaborate on teaching strategies.	33%	40%	60%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 2: During 2018-2019, data dis-aggregation 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) Departments will meet at least every 6 weeks to disaggregate CBA data.	33%	45%	55%
2) Teachers will attend District PD focused on data driven decision making including the January 8th workshop.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 3: By June 2019, 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) Summit will host book clubs for high school and intermediate students.	0%	50%	55%
2) Faculty PLC teams will identify students with reading difficulties. These students will be referred to a reading specialist or have interventions created based on personal need.	33%	60%	65%
3) ELA classes will include Sustained Silent Reading (SSR) time during the regular class time.	10%	30%	35%
4) Library will be open for scheduled class visits during the school day.	66%	95%	100%
5) The library will host monthly events designed to increase student interest in reading.	95%	100%	100%
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 4: 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 meet with T-TESS administrators to review strategies for individualizing instruction.	20%	60%	60%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 5: During 2018-2019, 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) By May of 2019 all EL and ELR teachers will have an ESL certification.	33%	35%	40%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 6: During the 2018-2019 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) Campus PD will focus on staff response to crisis situations.	66%	95%	100%
2) Staff will attend trainings on Restorative strategies.	33%	55%	80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Staff will use CLIMB logs to assess student behavioral progress.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 7: By June 2019, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Performance Objective 8: During 2018-2019, increase the district's attendance rate to 96% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Student Support Team will develop individual interventions to increase student attendance.	66%	75%	70%
2) Campus will create special incentives to improve attendance on Mondays and Fridays.	33%	30%	35%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 9: By August, 2019, 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) Create on line content to support classroom learning.	33%	75%	100%

100% = Accomplished 0% = 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: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Performance Objective 2: During 2018-2019, counselor's roles will be reorganized to effectively meet the needs of all students as evidenced by a restructured schedule.

Performance Objective 3: By May 2019, 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) Summit will invite colleges to a career day open house in the Fall.	100%	100%	100%
2) A representative from San Jacinto College will meet with Seniors and Juniors every 6 weeks.	0%	50%	50%

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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By January, 2019, 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 2019, 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) Partner with St. James to bring the Charlas program to the Summit.			
2) Create a partnership with the School of Social Work at University of Houston to develop strategies to support parents in a cultural framework.			
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Performance Objective 2: Increase community involvement during 2018-2019 by a 5% expansion in partnerships and enhanced communication.

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 2018-2019 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 2019 develop a school counseling program that increases the percentage of time spent with students regarding academic, social and mental health needs.

Performance Objective 3: By June 2019, the district will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Performance Objective 4: By June 2019, establish programs to increase opportunities to foster patriotism, civic duty and global citizenship.

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: Create and sustain an after school program designed to support learning in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Partner with district ACE program specialists and community partners for resources to sustain programming.		5%	80%

100% = Accomplished 0% = No Progress = Discontinue

Teague Elementary Performance Objectives 2018-2019

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. (ATS - All, White, Asian)	33%	64%	100%
2) Follow the district's scope and sequence and develop lesson plans and common assessments based on the bundled student expectations. (ATS - All, White, Asian)	66%	80%	100%
3) Provide campus based staff development to ensure consistent implementation of the curriculum, scope and sequence and rigor and relevance standards. (ATS - All, White, Asian)	66%	80%	100%
4) Integrate relevant literacy skills across all content areas. (ATS - All, White, Asian)	33%	76%	100%
5) Implement gradual release model for lesson design and delivery. (ATS - All, White, Asian)	33%	52%	100%
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas. (ATS - All, White, Asian)	33%	46%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.	33%	53%	100%
8) Use on-line databases, ebooks, books, and other resources for specific TEKS. (ATS - All, White, Asian)	66%	80%	100%
9) Provide staff development on utilization of on-line databases and resources. (ATS - All, White, Asian)	100%	100%	100%
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. (ATS - All, White, Asian)	33%	80%	100%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (ATS - All, White, Asian)	33%	66%	100%
12) Provide instructional materials to implement research based strategies on a daily basis that promote a variety of learner engagement techniques. (ATS - All, White, Asian)	33%	80%	100%
13) Develop and provide research based instructional strategies and staff development plan for technology integration. (ATS - All, White, Asian)	33%	73%	100%
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. (ATS - All, White, Asian)	100%	100%	100%
15) Use assessment data to develop grouping arrangements and provide support for students based specific student expectations. (ATS - All, White, Asian)	66%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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. (ATS - All, White, Asian)	33%	80%	100%

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= No Progress

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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. (ATS - All, White, Asian)	66%	80%	100%
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency. (ATS - All, White, Asian)	33%	81%	100%
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. (ATS - All, White, Asian)	33%	80%	100%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (ATS - All, White, Asian)	100%	100%	100%
5) Provide staff development on data disaggregation and how the data will drive instruction. (ATS - All, White, Asian)	66%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Use data disaggregation to drive instruction. (ATS - All, White, Asian)	66%	85%	100%
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. (ATS - All, White, Asian)	66%	80%	100%
8) Create a school-wide tracking chart to display students' reading levels and monitor their progress during grade level PLC meetings. (ATS - All, White, Asian)	100%	100%	100%
9) Conduct data discussions with grade level PLC teams and individual students and make instructional adjustments to help students succeed. (ATS - All, White, Asian)	100%	100%	100%
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. (ATS - All, White, Asian)	33%	80%	100%

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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. (ATS - All, White, Asian)	100%	100%	100%
2) Teachers will attend training opportunities for curriculum components needed to increase relevance. (ATS - All, White, Asian)	66%	85%	100%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (ATS - All, White, Asian)	66%	85%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (ATS - All, White, Asian)	66%	85%	100%
5) Establish and support campus PLCs. (ATS - All, White, Asian)	100%	100%	100%
6) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. (ATS - All, White, Asian)	33%	80%	100%

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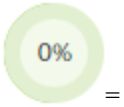

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Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

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. (ATS - All, White, Asian)	33%	80%	100%
2) Provide time and materials for purposeful reading during the school day. (ATS - All, White, Asian)	100%	100%	100%
3) Provide information to teachers regarding special reading needs of dyslexia students. (ATS - All, White, Asian)	33%	85%	100%
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (ATS - All, White, Asian)	66%	85%	100%
5) Provide staff development about reading strategies. (ATS - All, White, Asian)	33%	85%	100%
6) Provide library books and online resources to support all learning styles. (ATS - All, White, Asian)	100%	100%	100%

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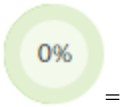

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Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure.	66%	90%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Promote G/T Summer Exploration Camp opportunities.	0%	0%	100%
3) Participate in Texas Performance Standards Project.	33%	66%	100%
4) Students will be clustered and instructed by G/T Certified teachers.	100%	100%	100%
5) Implement G/T Pullout program for identified students.	100%	100%	100%
6) Promote participation in the Duke Talent Search program in fourth grade.	33%	50%	100%

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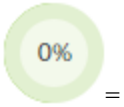

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Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

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. (ATS - All, White, Asian)	33%	80%	100%
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. (ATS - All, White, Asian)	66%	90%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Ensure the implementation of 504 accommodations for eligible students. (ATS - All, White, Asian)	66%	80%	100%
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. (ATS - All, White, Asian)	33%	81%	100%
5) Implement research-based programs designed to accelerate student learning. (ATS - All, White, Asian)	33%	80%	100%
6) Provide additional and individualized support to parents. (ATS - All, White, Asian)	33%	80%	100%
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.	0%	80%	100%
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 (ATS - All, White, Asian)	66%	85%	100%
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.	100%	100%	100%
10) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.	0%	50%	100%

100% = Accomplished 0% = 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.	66%	80%	100%
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	33%	80%	100%
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.	66%	80%	100%
4) Implement the ESL scope and sequence at all grade levels.	66%	90%	100%

= Accomplished

= 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.	33%	70%	100%
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	0%	50%	100%
3) Create a crisis management plan, including safety drills.	66%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	66%	80%	100%
5) Provide Gang Awareness training and Character Education programs.	66%	100%	100%
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.	66%	80%	100%
7) Provide staff development concerning abuse and reporting obligations.	100%	100%	100%
8) Continue to implement school-wide Guidelines for Success and review common area expectations with students and staff members.	100%	100%	100%
9) Develop CHAMPS expectations for activities and transitions and display posters throughout the building to remind students of the expectations.	66%	100%	100%

100% = Accomplished 0% = 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.	100%	80%	100%
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	66%	85%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	33%	60%	100%
4) Administer Fitnessgram and use reports to drive instruction.	0%	0%	100%
5) Provide Parent Education Opportunities for coordinated school health at each campus.	66%	80%	100%
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.	66%	90%	100%
7) Family Fitness Nights will be held for the families.	66%	80%	100%

= Accomplished

= 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.	33%	85%	100%
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.	33%	70%	100%
3) Use grades and/or content specific grading rubrics.	33%	60%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Use district guidelines regarding the appropriate use of homework.	33%	75%	100%
5) Use district-wide grade and/or content appropriate standards.	33%	75%	100%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	33%	75%	100%

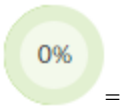
= Accomplished

= 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.	66%	85%	100%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	33%	75%	100%

= Accomplished


= 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.	66%	85%	100%
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.	66%	85%	100%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	66%	85%	100%
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.	66%	85%	100%
5) Campus will follow district procedures regarding parental request for special education evaluation.	66%	85%	100%
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	66%	85%	100%
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.	66%	85%	100%
8) Campus will follow district policy to ensure students with disabilities have access to facilities.	66%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.	66%	85%	100%
10) Special Education teachers are included in training given in the area of dyslexia and related disorders	66%	100%	100%
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.	66%	85%	100%
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.	66%	100%	100%

100% = Accomplished 0% = 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.	66%	85%	100%
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".	66%	85%	100%
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.	66%	85%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	66%	85%	100%

= Accomplished

= 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.	66%	76%	100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	66%	76%	100%

= Accomplished

= 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.	100%	100%	100%
2) Establish higher education promotion campaigns.	66%	85%	100%

= Accomplished

= 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.	0%	0%	100%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	0%	0%	100%

= Accomplished

= 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.	33%	75%	100%
2) Provide mentorship and staff development opportunities to new personnel.	100%	100%	100%
3) Expand leadership and mentoring opportunities for all staff.	66%	75%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	33%	75%	100%
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.	100%	100%	100%
6) Encourage all new teachers to attend Effective Teaching Practices training and provide additional instructional support on campus.	100%	100%	100%

= Accomplished

= 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.	100%	100%	100%
2) Provide parent education at all campuses on various topics.	33%	75%	100%
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	33%	76%	100%
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	0%	0%	100%
5) Provide parent workshops regarding reading with children, online resources and eBooks.	0%	0%	100%
6) Provide educational resources for parents on the website.	33%	65%	100%
7) Provide instructional resources for parents to utilize at home with their child.	33%	75%	100%
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.	100%	100%	100%
9) Provide information that can be utilized with students and parents in the interpretation of test results.	0%	51%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
10) Invite parents to visit the campus to meet with teachers and review students' work during Texas Public Schools Week.	0%	0%	100%
11) Schedule grade level music programs to showcase students' talents in fine arts.	66%	85%	100%
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.	100%	100%	100%
13) Implement the WatchDogs program. (Dads of great students)	100%	100%	100%

= Accomplished

= 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.	66%	80%	100%
2) Promote student/parent/business involvement through volunteerism.	66%	80%	100%
3) Promote service organizations for students in school (Student Council, School Helpers, etc.)	66%	85%	100%
4) Participate in the See to Succeed program	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, etc.)	0%	35%	100%

= Accomplished

= 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.	33%	77%	100%
2) Provide opportunities to attend behavior management trainings.	33%	72%	100%
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).	33%	61%	100%
4) Create campus safety crisis management plans, including safety drills	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.	33%	75%	100%
6) Provide opportunities to attend Gang Awareness training and Character Education programs.	33%	55%	100%
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.	33%	100%	100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.	33%	70%	100%
9) Implement and age appropriate and vertically aligned guidance curriculum.	66%	62%	100%

= Accomplished

= 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.	66%	100%	100%
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	100%	100%	100%
100% = Accomplished 0% = 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.	33%	70%	100%
2) Establish protocols for safety procedures at field trips.	66%	80%	100%
3) Provide opportunities for employees to be trained in personal safety.	33%	76%	100%
100% = Accomplished 0% = 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.	33%	60%	100%
2) Provide support for student and staff participation in service learning opportunities.	33%	77%	100%

= Accomplished

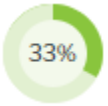
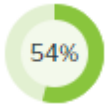
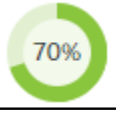
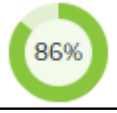
= No Progress

= Discontinue

Tegeler Career Center Performance Objectives 2018-2019

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: During the 2018 - 2019 school year, Tegeler 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, Lead4Ward 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 2:50 - 3:50 p.m.			
5) Report grades via Skyward 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 to optimize instructional delivery and to share daily language objective.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Utilize SIOP strategies to address the academic needs of LEP students as well as all struggling learners.	25%	51%	65%
9) Offer PE classes to help students stay fit, encourage healthy living and meet diploma requirements	70%	100%	100%
10) Continue to provide daily reading instruction for all 7th and 8th graders.	70%	100%	100%
11) Continue to require Strategic Math in addition to Algebra1 for all incoming 9th graders.	70%	100%	100%
12) Teachers follow district policies and campus Guidelines for Grading procedures posting grades regularly on Skyward.	70%	95%	100%
13) Provide a graduation ceremony			100%
14) Provide Honor Roll celebrations every Six Weeks.	17%	64%	100%
15) Seek assistance from the district's Instructional Specialists.	67%	78%	100%
16) Conduct monthly instructional meetings for Content Area teams during Thursday after school Instructional Meetings.	25%	25%	20%

100% = Accomplished 0% = 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 to monitor student achievement.	80%	80%	85%
2) Provide supplemental materials to better prepare students for STAAR/EOC exams.	65%	84%	100%
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.	70%	81%	100%
4) Implement maintenance plan across all core subject areas including Warm-Ups and Exit Tickets.	70%	70%	100%
5) Organize STAAR and EOC testing schedules for students in grades 7th - 12th as well as Mock Exams.	50%	75%	100%
6) Conduct CBA and Mock Exams utilizing district-prepared tests, Released Tests and AWARE.		65%	100%
7) Disaggregate data from CBAs and Mock exams for instructional purposes.	50%	80%	90%
8) Implement EOC prep/remediation sessions for students.	70%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	100%
10) Schedule 10th grade students who did not pass the Algebra 1 EOC into specific sections of Algebraic Reasoning for remediation purposes.	100%	100%	100%
11) Schedule 10th grade students who did not pass the Biology EOC into sections of Enviro Bio for remediation purposes.	100%	100%	100%
12) Schedule 12th grade students who did not pass the US History EOC into Special Topics for remediation purposes.	100%	100%	100%
13) Implement separate English 3 & 4 sections for 11th and 12th graders who did not pass the Eng1 or Eng2 EOC exams.	100%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: The retention rate for Tegeler students will be 80% or better during the 2018 - 2019 school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Make building relationships with students a top priority.	70%	80%	100%
2) Create positive learning environments in every classroom.	70%	82%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Offer 1 field trip per grade level (college or career) and others for enrichment/incentive/awards.	40%	51%	100%
4) Continue to add elective courses based on students' interests.	100%	100%	100%
5) Continue to allow students to dine outside during breakfast and lunch times	100%	100%	100%
6) Implement MegaLunch allowing students to participate in clubs and activities.	100%	100%	100%
7) Monitor withdrawals to ensure students who exit do not become dropouts.	70%	75%	95%
8) Offer student pictures.	70%	85%	100%
9) Organize and sell a school yearbook.	25%	51%	100%
10) Plan and hold Spring Fling.		33%	100%
11) Plan and hold 2 student dances, one in the fall and one in the spring.	40%	70%	100%
12) Plan and hold 2 Movie Nights, one in the fall and one in the spring.	70%	80%	100%
13) Implement HERO, an incentive plan, to encourage positive behavior.	70%	82%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
14) Implement a Maker space program offered during Megalunch in the library.	70%	75%	100%

= Accomplished

= 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 an alternative academic learning environment for struggling students who meet eligibility criteria in grades 7 - 12.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Conduct program orientation meetings that provide a program overview and campus tour.	100%	100%	100%
2) Communicate with home campuses regarding student withdrawals and corresponding enrollment at TCC.	100%	100%	100%
3) Communicate with home campuses regarding openings and potential applicants.	60%		90%
4) Conduct pre-screenings after receiving completed applications and referrals.	100%	100%	100%
5) Provide small learning environments keeping class loads at an average of 15 - 17 students for all core subjects.	100%	100%	100%
6) Offer instructional program to struggling PISD students who meet program eligibility and are served by Tegeler Career Center.	100%	100%	100%
7) Continue to include separate reading and writing courses in grades 7 and 8.	100%	100%	100%
8) Continue to build the library collection to reflect interests, ages and reading levels of students.	70%	86%	100%
9) Offer Initial Credit and Bonus classes to allow acceleration opportunities.	25%	51%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
10) Schedule a midday bus route to allow early outs for seniors.	100%	100%	100%
11) Utilize the cafeteria as an Internet Cafe providing a wifi environment for Personalized Learning.	100%	100%	100%
12) Offer Spanish l, ll and lll CBEs for HS credit.	40%	100%	100%
13) Offer Credit Recovery opportunities to students to gain credit for courses previously failed.	100%	100%	100%
14) Offer Grade Repair to all students when performance is unsatisfactory in classes they are currently enrolled in.	70%	85%	100%
15) Offer scheduled tutorials during Megalunch.	100%	100%	100%
100% = Accomplished 0% = 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.	100%	100%	100%
2) Implement "Entry Experience" procedures to initiate relationship building.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Continue to maintain a well kept facility.	80%	90%	100%
4) Request maintenance in the form of work orders for repairs and improvements.	70%	100%	100%
5) Continue to provide guidance and counseling services to all students.	70%	100%	100%
6) Conduct monthly faculty meetings on the first Thursday of every month.	70%	90%	100%
7) Require all visitors to report to Main Office to check-in.	70%	100%	100%
8) Assign duties (before school, class transitions, lunch, and dismissal).	100%	100%	100%
9) Continue to enforce standardized dress code and other dress code requirements.	70%	85%	95%
10) Communicate Crisis Plan and other safety procedures to staff and students.	80%	100%	100%
11) Continue to use hand-held radios to communicate with office staff members, CLT members, custodians, PE coaches, support staff as well as certain outside duty teachers during Megalunch.	100%	100%	100%
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.	33%	30%	30%
13) Communicate positive messages to students and staff via daily PA announcements, bulletin board posters, electronic signs, email, the Trailblazer Express, and HERO.	70%	95%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
14) Conduct drills (fire, tornado, shelter-in-place, etc.).	50%	85%	100%
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.	20%	100%	100%
16) Provide administrative support and handle administrative responsibilities.	80%	90%	100%
17) Utilize the HERO software/hardware to address tardies, make-up time, positive behaviors, detentions, etc.	67%	85%	100%
18) Administer and study results of Safe & Civil student and faculty school climate surveys refining practices as needed.	60%	85%	100%
19) Safe & Civil Committee will review discipline data monthly to determine high frequency behaviors and develop a plan to reduce behaviors and referrals for that category.	70%	85%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 3: Tegeler Career Center will provide support services to meet students' academic and personal needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue to provide personal guidance and counseling to students as needed.	70%	95%	100%
2) Act as student advocate/liaison when dealing with government and/or community resources when needed.	70%	85%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Assist students in obtaining and maintaining Medicaid as well as other forms of assistance.	70%	85%	100%
4) SHAC representative will represent campus at meetings and monitor students in the program.	50%	90%	100%
5) Address the health needs of students and staff on campus and promote the school wide health and nutrition plan and awareness.	70%	90%	100%
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.).	70%	95%	100%
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.	70%	85%	100%
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 time lines.	100%	100%	100%
9) Campus will follow district policy to ensure students with disabilities have access to facilities.	100%	100%	100%
10) Provide instructional support for Special Ed students through Support Facilitation.	100%	100%	100%
11) Provide RTI instruction and tutorials for students on Tier 1 and Tier 2a	100%	100%	100%
12) Provide RTI tutorials for students on Tier 2b and Tier 3 in reading and math.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
13) Provide intervention for students needing direct service for dyslexia.	100%	100%	100%
14) Implement campus-wide BlazerTime classes for intervention and enrichment purposes.	100%	100%	100%
15) Case manage students in Initial Credit and Credit Recovery courses.	100%	100%	100%

= Accomplished

= No Progress

= Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: 100% of all Tegeler students will enroll in at least 1 full credit/full-year course of CTE, art, or Spanish during the 2018 - 2019 school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue to offer business education classes.	100%	100%	100%
2) Continue to offer Technology Applications courses.	100%	100%	100%
3) Continue to offer a CoOp class for upperclassmen.	100%	100%	100%
4) Offer Computer Maintenance courses.	100%	100%	100%
5) Continue the Trailblazer Computers program, a student-run computer refurbishing program.	100%	100%	100%
6) Offer Investigating Careers to all 7th graders.	100%	100%	100%
7) Continue to offer Spanish courses.	100%	100%	100%
8) Continue to offer a variety of art classes including Art 1, Drawing, Sculpture, Painting & Photography.	100%	100%	100%
9) Continue to offer JROTC program opportunities to HS students.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
10) Offer field trips to colleges, businesses, etc.	70%	100%	100%
11) Incorporate college and career connections campus-wide.	60%	100%	100%
12) Follow district procedures in addressing Transition requirements for students with disabilities.	0%	0%	100%
13) Administer the Kuder Career Search assessment to all 7th graders as well as any 8th - 11th graders who have not taken it.		45%	100%
14) Meet with students a minimum of once per year to discuss career choices, 4-year plans and endorsements.		60%	100%
15) Organize visits by Armed Forces recruiters.	70%	100%	100%
16) Organize visits by representatives from San Jacinto College.	70%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 2: The Average Daily Attendance for Tegeler students will be 92% or better for the 2018 - 2019 school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Communicate attendance incentives.	50%	90%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Follow updated truancy procedures for students with attendance problems.	70%	85%	100%
3) Make parent phone calls for those students who are frequently absent.	70%	90%	100%
4) Conduct home visits for students who are frequently absent.	20%	75%	100%
5) Offer Principal's Plan and "Over 20 Absences" appeal opportunities to students with excessive absences.		50%	100%
6) File truancy cases with attendance officers and the DA's office as required.	50%	100%	100%

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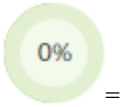

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Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Ensure all Tegeler 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	100%	100%	100%
2) Hire and maintain certified and non-certified personnel to run daily program	100%	100%	100%

= Accomplished

= 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.	60%	85%	100%
2) Hold quarterly parent meetings including Open House.	35%	35%	75%
3) Continue to include parents in initial orientation meetings for students (unless the student is adult age and parent involvement is denied).	100%	100%	100%
4) Continue to send home progress reports at the 3 week mark and report cards each 6 weeks period.	70%	85%	100%
5) Utilize School Messenger program to provide automated "call-outs" to parents notifying them of progress reports, report cards, holidays, parent meetings and other special events.	70%	85%	100%
6) Follow district procedures regarding parent requests for special education evaluations.	100%	100%	100%
7) Utilize campus website and Facebook page to communicate with parents.	100%	100%	100%

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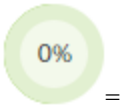

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Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

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.	0%	60%	100%
2) Invite Girl Scout representatives to work with students in Girls PE classes.	25%	100%	100%
3) Offer Student Council club.	100%	100%	100%
4) Offer Senior Class activities.	100%	100%	100%
5) Offer 2 Blood Drives per year.	50%	50%	100%

100% = Accomplished 0% = 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, NoRedInk, DreamBox, Science Starters, Stem Scopes, Gizmos, BrainPop, etc.	70%	100%	100%
2) Ensure that every classroom on the Tegeler campus meets the criteria for 21st Century Classrooms.	100%	100%	100%
3) Provide technology training via PD days and/or after school or personalized sessions as needed based on data from tech survey and staff input.	70%	85%	100%
4) Implement 1:1 technology utilizing HPs for all teachers and 7th - 9th Grade students as well as Dell Tablets for 10th - 12 grade students.	100%	100%	100%
5) Implement Blended Learning requiring a combination of traditional instruction and online learning.	50%	100%	100%
6) Continue to support teachers in utilizing OneNote and/or Schoology as LMSs.	80%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Thompson Intermediate Performance Objectives 2018-2019

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.	35%	100%	100%
2) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	33%	56%	100%
3) Integrate highly effective research based strategies across the content.	33%	67%	100%
4) Provided ongoing staff development for the writing of campus created common assessments.	33%	46%	100%
5) Implement gradual release model for lesson design and delivery to ensure congruence with TEKS and classroom assessments.	33%	31%	100%
6) Additional teachers gain ESL certification.	66%	63%	100%
7) Create master schedule that allows for common planning time for departments.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Manage funding to ensure highly effective instruction.	66%	71%	100%
9) Integrate 1 to 1 device with research based instructional strategies to increase student engagement.	66%	100%	100%

100% = Accomplished 0% = 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.	33%	80%	100%
2) Provide staff development on data disaggregation and how the data will drive instruction.	33%	61%	100%
3) Teachers will analyze three week and six week failures to make adjustments with instruction, tutorials, and extended day participation.	33%	80%	100%
4) Teachers will analyze the performance of ELL, Migrant, Homeless, and Special Education students on district and state assessments.	33%	75%	100%

100% = Accomplished 0% = 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.	66%	100%	100%
2) Establish departmental guidelines regarding the appropriate use of homework.	33%	55%	100%
3) Establish campus wide grade and/or content appropriate retest standards that are consistent with district policy.	33%	70%	100%

100% = Accomplished 0% = 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.	66%	61%	100%
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.	33%	72%	100%
3) Coordinate staff development days to allow time for vertical, horizontal and team planning.	66%	100%	100%
4) Integrate PD into content team planning to support effective and functional PLCs	33%	56%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Train Team Leaders/Department Heads in PLC strategies through the Collaborative Team Leader Training	33%	45%	100%
6) Ongoing technology staff development will take place to promote a high level of technology integration in the classroom.	66%	100%	100%
100% = Accomplished 0% = 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.	66%	86%	100%
2) Continue/maximize the campus use of Literary Lion program through AR.	66%	100%	100%
3) Provide time and materials for purposeful reading during the school day.	66%	71%	100%
4) Provide information to teachers regarding special reading needs of dyslexia students.	33%	44%	100%
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	33%	84%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Provide staff development opportunities about reading strategies for at risk readers.	0%	27%	100%
7) Provide library books and online resources to support all learning styles.	33%	100%	100%
8) Create opportunities for students to be exposed to multiple genres of books to inspire a love of reading.	100%	100%	100%

100% = Accomplished 0% = 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.	100%	100%	100%
2) Promote participation in local and regional AP/PreAP staff development and assist teachers with program design and curriculum development.	66%	100%	100%
3) Continue AP/PreAP vertical team opportunities in all disciplines.	33%	100%	100%
4) Increase participation in Advanced Placement Programs in secondary schools for students in all subgroups.	33%	100%	100%
5) Participate in the Texas Performance Standards project.	33%	61%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Provide instructional materials to support advanced learning opportunities for GT students.	33%	55%	100%

100% = Accomplished 0% = 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.	33%	100%	100%
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.	33%	58%	100%
3) Ensure the implementation of 504 accommodations for eligible students.	33%	100%	100%
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.	33%	63%	100%
5) Provide extended day and extended year programs incorporating TEKS requirements based on current year data.	33%	100%	100%
6) Communicate alternative education opportunities for students at risk of dropping out which include Tegeler, Summit, Community School ,Virtual School and migrant students.	66%	82%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Incorporate the transition plan at each campus to support ELL students as they move from 6 to 7, and 8 to 9th grade.	66%	82%	100%
8) Provide real time intervention during the school day (Advisory).	66%	96%	100%

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= 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.	66%	89%	100%
2) Provide ESL and ELPS training opportunities for all teachers.	0%	73%	100%
3) Prepare bilingual/ELL students for an appropriate and timely transition including providing additional support through a instructional aide.	33%	89%	100%
4) Follow district guidelines that have clear, high expectations for programs serving recent immigrants.	66%	84%	100%
5) Follow the ESL scope and sequence set forth by the district.	66%	100%	100%

= Accomplished

= No Progress

= Discontinue

Performance Objective 9: By June 2019, 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.	33%	65%	100%
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.	33%	62%	100%
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 intervention and iStation lessons. It will also include weekly SSR #LionsRead and study hall.	33%	55%	100%
100% = Accomplished 0% = 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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Encourage students to gain high school credit in intermediate school.	100%	100%	100%

100% = Accomplished 0% = 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.	66%	83%	100%
2) Provide all students with access to high quality instruction using blended learning tools	33%	63%	100%
3) Personalized Learning through the PLP Connect program.	66%	100%	100%
4) Utilize Plan 4 Learning to develop and monitor the Campus Improvement Plan.	66%	100%	100%

100% = Accomplished 0% = 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, Thursday College Day and providing opportunities to visit college campuses.	66%	100%	100%
2) Encourage eligible students to participate in the Duke University talent search.	65%	65%	100%
3) Maintain Personal Graduation Plans for students	33%	75%	100%
4) Establish higher education promotion campaigns on each campus.	33%	75%	100%
100% = Accomplished 0% = 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).	33%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide students with real world experiences that explore a wide range of careers.	35%	35%	100%
3) Provide students and parents with high school endorsement information and decision-making support	33%	100%	100%
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	33%	0%	100%

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= 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.	66%	80%	100%
2) School members will provide new hires with the appropriate tools and information that will help them be successful within the school community. New Thompson Teacher Academy.	66%	100%	100%
3) Provide support and staff development opportunities to increase skills in building relationships.	66%	85%	100%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	33%	75%	100%
5) Provide flexible schedules and delivery methods for staff development	66%	100%	100%
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	33%	75%	100%

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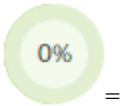

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Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

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 child'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	66%	85%	100%
2) Through a parent coordinator who will provide parent education on various topics based on feedback from parent surveys, including information to support understanding testing requirements and scores	66%	80%	100%
3) Provide educational resources (both digital and printed) for parents use with students at home	66%	80%	100%
4) Provide instructional resources for parents to utilize at home with their child.	66%	80%	100%
5) Encourage parents to attend extracurricular activities.	66%	85%	100%
6) Provide funding to increase parent involvement.	33%	40%	100%

= Accomplished

= 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.	33%	55%	100%
2) Promote student/parent/business involvement through volunteerism.	0%	0%	100%
3) Promote and increase participation in student service organizations	33%	35%	100%
4) Promote/share/ highlight campus successes and events with community via local media (website, newspaper, social media)	33%	90%	100%
5) Continue to work with and support feeder campus with "Walk for Success".	100%	100%	100%

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= 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.

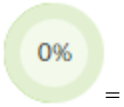
Performance Objective 1: The campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Positive Behavior Intervention strategies with students.	33%	70%	100%
2) Provide training in behavior management.	33%	70%	100%
3) Provide mediation, conflict resolution, bullying and PBIS training opportunities for students and staff. Following FFI (Local) in regards to bullying.	33%	75%	100%
4) Create a crisis management plan including safety drills.	44%	70%	100%
5) Utilize Safe and Civil Team to implement effective strategies to reduce inappropriate behaviors.	33%	80%	100%
6) Provide Youth Mental Health training and Character Education.	0%	75%	100%
7) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.	34%	70%	100%
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.)	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Counselors will attend staff development aimed at reducing sexual abuse of children and character education programs.	100%	100%	100%
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.	100%	100%	100%
11) Celebrate student success and increase student accountability by having Student of the Month celebrations.	66%	85%	100%
= Accomplished = 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.	28%	65%	100%
2) Develop a campus health advisory committee to support coordinated school health goals and objectives to ensure that they are implemented.	17%	70%	100%
3) Use Fitnessgram Data for instructional planning.	0%	65%	100%
4) Create opportunities for coordinated school health programs and activities.	28%	70%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished  = 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 2018-2019, 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.	4%	65%	100%
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.	4%	65%	100%
3) Provide Incentives to all students each 6 weeks to encourage attendance.	0%	70%	100%

= Accomplished

= 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.	50%	85%	100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.	51%	80%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	66%	80%	100%
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.	51%	80%	100%
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.	66%	80%	100%
6) Instructional materials will be provided to address the needs of Special Education Students.	66%	85%	100%

100% = Accomplished 0% = No Progress = Discontinue

Turner Elementary Performance Objectives 2018-2019

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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Curriculum PLCs designed to improve vertical alignment and share successful implementation of research based instructional practices	40%	70%	100%
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.	35%	65%	100%
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	50%	76%	100%
4) Implement the PISD Scope and Sequence for all content areas in grades PK-4	45%	75%	100%
5) Integrate relevant literacy skills across all content areas	45%	75%	95%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Ensure that all science instruction incorporates hands-on and outdoor laboratory activities in alignment with new state science TEKS	45%	75%	100%
7) 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.)	45%	75%	100%
100% = Accomplished 0% = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Review STAAR and ITBS data by subgroup and grade level	45%	75%	95%
2) Determine tutoring groups for intensive remediation during PIE Time/Extended Day	75%	45%	100%
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments	45%	75%	95%
4) Provide staff development on data disaggregation .	45%	75%	100%
5) Review STAAR data to determine Extended Year students and grade placement recommendations and interventions	45%	75%	95%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Teachers will attend staff development for vertical alignment and data disaggregation.	45%	75%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3: Turner will use district grading policies and procedures that link student assessment to mastery of student expectations.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize district wide grading standards linked to student standards and based on Best Practices	45%	75%	100%
2) Record grades that accurately reflect mastery/non mastery on specific student expectations	45%	75%	100%
3) Use district guidelines regarding homework and its purpose	45%	75%	100%
4) Utilize district wide grade and/or content appropriate reassessment standards	45%	75%	100%
5) Students who are academically unsuccessful will, using the RtI model, be identified and receive appropriate interventions in a timely manner	45%	75%	100%

100% = Accomplished 0% = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district wide initiatives	45%	75%	100%
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student	45%	75%	95%
3) Provide training opportunities for problem solving and higher level questioning to increase rigor and relevance in instruction	45%	75%	95%
4) Support campus PLCs as deliberate decisions are made regarding instructional practices.	45%	75%	90%
100% = Accomplished 0% = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide research based reading program information for teachers .	45%	75%	100%
2) Continue to maximize the campus commitment to the Accelerated Reader program	45%	75%	95%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Provide information to teachers regarding the unique needs of dyslexic students	45%	75%	100%
4) Use student reading levels to monitor improvement and align students' instructional levels	45%	75%	100%
5) Support the district literacy initiative with classroom libraries for students to utilize as frequently as possible	45%	75%	100%
100% = Accomplished 0% = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Daily classroom lessons on grammar and identifying/correcting errors in writing using the STAAR format will be consistently implemented.	45%	75%	100%
2) Daily language activities which reinforce STAAR standards will be implemented	45%	75%	100%
3) Students will participate in planned schoolwide writing activities (i.e. Camp Write Along, Author celebrations, Writing Power Hour, daily journaling, Writing Wall).	45%	75%	90%
4) Teachers will emphasize vocabulary acquisition across content areas and grade levels	45%	80%	95%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Quick Writes, Thinking Maps and other graphic organizers utilized by students on a regular basis	45%	75%	100%

100% = Accomplished 0% = 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.

Targeted or ESF High Priority

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.	45%	75%	100%
2) Implement gradual release (hands-on, hands-on and equation/number sentences, equation/number sentences independently) in math instruction	45%	75%	95%
3) Ensure that all math instruction incorporates hands-on activities in alignment with the state math TEKS	45%	75%	95%
4) STEM Night for all grade levels	50%	75%	100%
5) Planning days used to plan for FOCUS training strategies, initiatives to be implemented	45%	75%	100%

100% = Accomplished 0% = 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.

Targeted or ESF High Priority

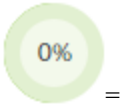
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Involve all students in school wide Science Fair projects	45%	75%	95%
2) Weekly lessons provide students with hands-on activities in classroom/lab setting or greenhouse.	45%	75%	100%
3) Promote reading of on-level, nonfiction books weekly	45%	75%	95%
4) Update campus inventory of available science equipment	45%	75%	100%
5) Incorporate higher level questioning in science instruction	45%	75%	95%
100% = Accomplished 0% = 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.

Targeted or ESF High Priority

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Curriculum PLCs will meet monthly	45%	75%	95%
2) Grade level data PLCs will meet bi-weekly	45%	75%	100%
3) Staff development that identifies instructional strengths and weaknesses,	45%	75%	95%
4) Implement the PISD Scope and Sequence for math in grades PK-4	45%	75%	100%

= Accomplished



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= 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	45%	75%	100%
2) Crisis Team planning for shelter-in-place and evacuation scenarios will be maintained	45%	75%	100%
3) Intruder, shelter-in-place, and tornado drills conducted during fall and spring semesters	45%	75%	100%
4) All personnel/visitors must present a valid ID before entering the building	45%	75%	100%
5) All outside entrances remain locked throughout the day with the exception of the main entrance into the office area	45%	75%	100%
6) Dismissal policy which ensures the safe departure of all students every day	45%	75%	100%
7) Student Safety Patrol works to ensure a safe arrival for all students every morning.	45%	75%	100%

= Accomplished

= 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	45%	75%	100%
2) Conduct team planning between general and special education teachers	45%	75%	100%
3) Provide frequent communication to parents through daily journals, student planners, conferences, phone conversations, and email.	45%	75%	100%
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	45%	75%	100%
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.	45%	75%	100%
6) Campus will follow district procedures regarding parental request for special education evaluation	45%	75%	100%
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/STAAR Alt (i.e., PLAFFs, IEPs,deliberations), and (3) utilizing TEA required STAAR Alternative Participation Requirement Forms.	45%	75%	100%
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.	45%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Campus will follow district policy to ensure students with disabilities have access to facilities	45%	75%	100%
10) Campus will follow district procedures in addressing transition requirements for students with disabilities.	45%	75%	100%
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.	45%	75%	100%
100% = Accomplished 0% = 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	45%	75%	100%
2) Develop and implement grade level intervention strategies	45%	75%	100%
3) Provide tutoring assistance for those students identified as having reading/math difficulties through Title funding	45%	75%	100%
4) Specialized tutoring for students struggling with reading, math, writing, and science concepts (SCE)	45%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Identify homeless students using district/state/federal criteria and refer to district Homeless Liaison and campus counselor for services.	45%	75%	100%
6) Identify LEP students using district/state/federal criteria. Refer to district Bilingual Department and campus LPAC for services provided.	45%	75%	100%
7) Monitor 1st and 2nd year students who have exited from the bilingual program.	45%	75%	100%
8) Continue the implementation of the Conscious Discipline program to integrate social-emotional learning and discipline.	45%	70%	95%
9) Utilize I-Station, DreamBox, and Waterford programs to provide additional interventions for students	45%	75%	95%

= Accomplished

= 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.

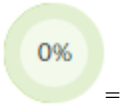
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide accelerated instruction in cluster and self-contained groups	45%	75%	95%
2) Conduct G/T update training for faculty and staff	45%	75%	100%
3) Complete nomination, testing, and identification processes	45%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Conduct parent information meetings	45%	75%	100%

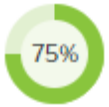
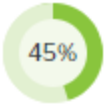
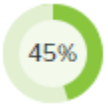
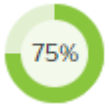
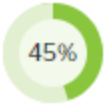
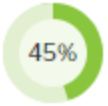
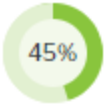
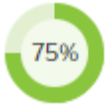
100% = Accomplished 0% = No Progress = Discontinue

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) Character education theme communicated during daily announcements	45%	75%	100%
2) Students have the opportunity to participate in extracurricular music and physical education activities	45%	75%	100%
3) Students are recognized as Star Studded Texans for outstanding citizenship	45%	75%	100%
4) Implementation of CHAMPs school wide	45%	75%	100%
5) Continue with "Big Texan" character breakfast program each 9 weeks	45%	75%	100%
6) Safe & Civil Schools training and implementation of program to promote proactive and positive behavior management strategies.	45%	75%	95%
7) Continued implementation of Conscious Discipline principles to integrate social-emotional learning and discipline	45%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	= Accomplished  = 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) 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.)			
2) Smoothie Night to promote healthy choices for our families			
3) Morning jogging, juggling, and intramural sports programs for students			
4) Mighty Miler Team in which students and their parents participate in this program one evening each month (Monday Mile Meet).			
5) 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.			
6) USDA myplate.gov information sent home with students promoting healthy eating as a family as well as home health challenges			
7) Student and staff will participate in the Turner Health Fair during the spring semester			

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Daily health tips will be shared every morning with students on announcements.	45%	75%	100%
9) School participation in education of heart health and diabetes during Jump Rope for Heart and Walk for Diabetes month	45%	75%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: 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	45%	75%	100%
2) Provide students with real world experiences that explore various career opportunities	45%	75%	100%

100% = Accomplished 0% = 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	45%	75%	95%
2) Staff development opportunities to increase skills in building relationships	45%	75%	95%
3) Positive working environment will be maintained	45%	75%	95%
4) Continue to implement recommendations from Safe & Civil trainings	45%	70%	95%
5) 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.)	45%	75%	100%

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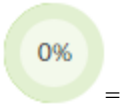

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Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

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.	55%	80%	100%
2) Parent conferences will be held by appointment, phone, or by email as needed	45%	75%	100%
3) Volunteer program to support reading and math grade level TEKS	45%	70%	100%
4) PTO meetings will continue to be held every other month with special events planned throughout the year	45%	75%	100%
5) Grandparents and Texas Public Schools Weeks	50%	75%	100%
6) Provide opportunities for parents to attend grade level and content specific meetings to share report card information, curriculum concerns, behavior strategies, parenting classes, etc.	50%	70%	100%
7) Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is learning at school.	45%	75%	90%
8) Friday Night at the Movies-a movie night for our Turner families each semester	50%	75%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Mother/Son Game Night in the spring	40%	75%	100%
10) Father/Daughter Winter Dance	50%	75%	100%
11) Full implementation of WatchDogs program	45%	75%	100%
12) Parent-Teacher compacts are reviewed at the Curriculum Night meetings. Parents not in attendance are contacted individually to set up conferences to review compact.	50%	80%	100%

= Accomplished

= No Progress

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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	45%	75%	100%
2) Volunteer tutoring and working in the library will continue throughout the year	45%	75%	100%
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	45%	70%	100%
4) Participation of PE performance group in the Houston Rockets pregame show	45%	95%	100%

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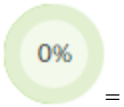

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Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

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	45%	75%	95%
2) New equipment purchased as needed and staff development opportunities offered regularly throughout the school year	45%	75%	95%
3) Utilize "School Messenger" phone system to enhance communication between home and school	45%	70%	100%
4) Utilize I-Station, DreamBox (K-2), Waterford, Accelerated Reader, STaR, software	45%	65%	100%
5) Ongoing communication with parents and community through the use of the Turner website, updated regularly.	45%	75%	100%
6) Maintenance and replacement of equipment (i.e. wands, headphones, iPods, etc.) as needed	45%	75%	95%
7) One Note utilized to enhance organization and communication with faculty and staff	50%	75%	100%
8) Remind used as a tool to effectively communicate with parents and staff	45%	70%	100%
9) Connect Personalized Learning Program implemented in two 4th grade classrooms	40%	70%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June

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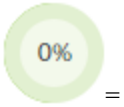

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Williams Elementary Performance Objectives 2018-2019

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.			80%
2) Implement the district scope and sequences for all courses in grades Pk to 4.			100%
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. [1.1.7]			80%
4) Integrate relevant literacy skills across all content areas.			80%
5) Implement gradual release model for lesson design and delivery			100%
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.			80%
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			50%

Strategy Description	Formative Reviews		
	Oct	Feb	June
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.			100%
9) Provide staff development on utilization of on-line databases and resources.			80%
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]			80%
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. [1.4.4]			50%
12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. [1.6.1]			80%
13) Develop and provide research based instructional strategies and staff development plan for technology integration. [1.5.2]			80%
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]			100%
15) Utilize Plan4Learning to develop and monitor the campus improvement plan			80%
100% = Accomplished 0% = 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]			100%
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. [PBM]-			80%
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. [PBM]			80%
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			100%
5) Provide staff development on data disaggregation and how the data will drive instruction. [1.3.1]			100%
6) Use common assessment data to drive small group instruction and PIE group formation. Provide intensive intervention during PIE Time.			100%

100% = Accomplished 0% = 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]			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide staff development (Data Talks) on differentiation/scaffolding designed to meet the learning needs of every student. [PBM]			80%
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor [PBM, P16]			80%
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			80%
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [1.7.1]			80%
6) Establish and support campus PLCs.			100%
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. [1.8.1]			80%

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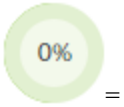

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Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

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.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Provide time and materials for purposeful reading during the school day.			100%
3) Provide information to teachers regarding special reading needs of dyslexia students.			80%
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			100%
5) Provide staff development about reading strategies. [PBM]			80%
6) Provide library books and online resources to support all learning styles.			100%

= Accomplished

= 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.			100%
2) Promote G/T Summer Exploration Camp opportunities.			50%
3) Participate in Texas Performance Standards Project.			0%

Strategy Description	Formative Reviews		
	Oct	Feb	June
4) Students will be clustered and instructed by G/T Certified teachers.			100%
5) Implement G/T Pullout program for identified students.			0%
6) Promote participation in the Duke Talent Search program in fourth grade.			0%

100% = Accomplished 0% = 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.			100%
2) Ensure the implementation of 504 accommodations for eligible students.			100%
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			100%
4) Implement research-based programs designed to accelerate student learning.			100%
5) Provide additional and individualized support to parents of at risk students.			0%

Strategy Description	Formative Reviews		
	Oct	Feb	June
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			100%

100% = Accomplished 0% = 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. Integrate Spanish language books within the library collection. [PBM]			100%
2) Provide opportunities for staff to attend Bilingual Focus and ELPS training opportunities for all teachers.			100%
3) Prepare bilingual ELL students for an appropriate and timely transition by following the district bilingual continuum. [PBM]			100%
4) Implement the ESL scope and sequence at all grade levels.			50%

100% = Accomplished 0% = 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.			50%
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			0%
3) Create a crisis management plans, including safety drills.			100%
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			50%
5) Provide Character Education programs.			50%
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic inappropriate behaviors.			100%
7) Provide staff development concerning abuse and reporting obligations.			100%

= Accomplished

= 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.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			100%
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis..			100%
4) Administer Fitnessgram and use reports to drive instruction.			100%
5) Provide parent education opportunities for coordinated school health at each campus			100%
100% = Accomplished 0% = 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.			80%
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.			80%
3) Use grade and/or content specific grading rubrics.			80%
4) Use district guidelines regarding the appropriate use of homework.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Use district wide grade and/or content appropriate retest standards.			80%
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			100%

100% = Accomplished 0% = 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.			50%
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			50%

100% = Accomplished 0% = 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.			100%
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			100%
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			50%
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.			100%
5) Campus will follow district procedures regarding parental request for specials education evaluation.			100%
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.			100%
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.			100%
8) Campus will follow district policy to ensure students with disabilities have access to facilities.			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.			80%
10) Special education teachers are included in straining given in the area of dyslexia and related disorders.			80%
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			100%
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.			100%
100% = Accomplished 0% = 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.			100%
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom."			100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			100%
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			100%

100% = Accomplished 0% = 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.			100%
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			100%

= Accomplished

= 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.			100%
2) Establish higher education promotion campaigns. [3.2.9]			0%

= Accomplished

= 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.			50%
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			0%

100% = Accomplished 0% = 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.			100%
2) Provide mentors and staff development opportunities to new personnel.			100%
3) Expand leadership and mentoring opportunities for all staff.			80%
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [4.5.1]			80%

= Accomplished

= 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.

Next Year's Recommendation 1: Stay connected with parents using a variety of communication means such as Facebook, Parent Remind, etc.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.	33%	60%	100%
2) Provide parent education at all campuses on various topics.	45%	45%	45%
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	35%	45%	45%
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	0%	5%	5%
5) Provide parent workshops regarding reading with children, online resources and eBooks.	10%	0%	0%
6) Provide educational resources for parents on their website.	66%	100%	100%
7) Provide instructional resources for parents to utilize at home with their child.	66%	100%	100%
8) Provide information that can be utilized with students and parents in the interpretation of test results.	33%		80%

Strategy Description	Formative Reviews		
	Oct	Feb	June
9) Maintain parents informed on Give Me Five program to promote and increase volunteer opportunities.	66%	100%	100%
10) Provide volunteer opportunities to become actively involved in drug-awareness school program and career awareness school program.	33%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Next Year's Recommendation 2: Stay connected using parents with a variety of communication means such as Facebook, Parent Remind, etc.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.	50%	55%	55%
2) Promote student/parent/business involvement through volunteerism.	33%	100%	100%
3) Promote service organizations for students in school (Student Council, Safety Patrol, etc.).	33%		0%
4) Participate in the See to Succeed program	66%	100%	100%
5) Partnership with outside community agencies	33%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 3: Offer classes to provide parents with opportunities to acquire skills, information, and resources.

Next Year's Recommendation 3: Stay connected with parents using a variety of communication means such as Facebook, Parent Remind, etc.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use needs assessment survey results to meet the needs of our school community.	33%	100%	100%
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.	0%		0%
3) Promote events through notices, parent newsletter, meetings, email, phone calls, school website, Parent Conferences/Consults and constant announcements to students.	66%	100%	100%
	100% = Accomplished	0% = No Progress	= Discontinue

Performance Objective 4: Engage students and their families in school events.

Next Year's Recommendation 4: Stay connected with parents using a variety of communication means such as Facebook, Parent Remind, etc.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use needs assessment survey results to meet the needs of our school community.	66%	100%	100%
2) Promote events through notices, parent newsletter, meetings, email, phone calls, school website, Parent Conferences/Consults and constant announcements to students.	66%	100%	100%
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.	66%	100%	100%
100% = Accomplished 0% = No Progress = Discontinue			

Performance Objective 5: Ensure that parents have effective means of communicating with the school.

Next Year's Recommendation 5: Stay connected with parents using a variety of communication means such as Facebook, Parent Remind, etc.

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.	66%	100%	100%
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.	100%	100%	100%
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.	100%	100%	100%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	66%	100%	100%

= Accomplished

= 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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			50%
6) Provide opportunities to attend Gang Awareness training and Character Education programs.			100%
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.			100%
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic inappropriate behaviors.			100%
9) Implement an age appropriate and vertically aligned guidance curriculum.			50%
100% = Accomplished 0% = 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.			100%
2) Provide training opportunities for all employees on blood borne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.			100%
100% = Accomplished 0% = 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.			100%
2) Establish protocols for safety procedures at field trips.			100%
3) Provide opportunities for employees to be trained in personal safety.			0%
100% = Accomplished 0% = 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.			0%
2) Provide support for student and staff participation in service learning opportunities.			0%

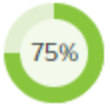
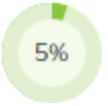
100% = Accomplished 0% = No Progress = Discontinue

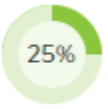
Young Elementary Performance Objectives 2018-2019

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: By May 2019 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 Domain 1, 2, and 3. In addition the number of high performers will continue to increase.

Next Year's Recommendation 1: We will closely monitor all performance groups with the expectation of progress using CBA and mock scores. We will provide intensive intervention to help accelerate growth for specific deficits.

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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
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. BAS systems will be purchased for Kindergarten to begin updating WRAP.			
5) Grade levels will meet weekly and analyze each curriculum 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. African American and special education students will be flagged and monitored separately. Assessments will also be analyzed by grade level teams before administering to ensure alignment of measurement between classes.			
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. This will include African American students and special education students. Materials and strategies will be monitored during planning sessions.			
7) The campus will use Tuesday as a math planning day and Wednesday as a reading planning day. This ensures consistent planning and the effective use of district developed materials and time lines. These will be led by the math peer facilitator and the reading peer facilitator. Mondays will be used as PLC with the focus on data from all subjects.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = No Progress	= Discontinue

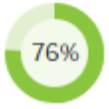
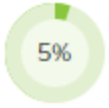
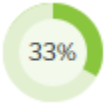
Performance Objective 2: During the 2018-2019 school year, 100% of staff will adher to the components of the Literacy Cohort and Writing Workshop. Writing will be addressed as a focus area.

Next Year's Recommendation 2: We will recommend that teachers continue to foster life long learning and attend training that will help strengthen their areas of growth. Teachers will implement new learning.

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.	33%	66%	95%
2) Peer coaches will provide support and model components of the Literacy Cohort and the Writing Workshop.	33%	66%	70%
3) Teachers will continue to develop classroom libraries which focus on all genres. High interest books for African American students and special education students will be a priority.	33%	66%	70%
	100% = Accomplished	0% = 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 2018-2019 school year.

Next Year's Recommendation 3: Coaches will focus on modeling the coaching model with all teachers, by building relationships with staff and providing their knowledge as a way to enhance and foster teaching tools.

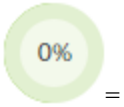
Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Each nine weeks, peer facilitators will train grade levels on specific materials that were presented during nine weeks district trainer-of-trainer models and will provide activities and strategies for the nine week's curriculum. Afternoons on 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. Teams will pull out specific data on African American students and special education students.			
3) In October of 2018 and January, 2019, the math peer facilitator and team will provide district training days to continue to roll-out information concerning nine weeks math TEKS and time lines.			
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. Materials from the Hybrid PLC Conference will help lead all groups/teams.			
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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
	= Accomplished = No Progress = Discontinue		

Performance Objective 4: The entire staff will focus on increasing language development for all ELL learners.

Next Year's Recommendation 4: Focus on tightening the vertical alignment across all grade levels when it comes to planning ELD.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 1 Mrs. Chavez will meet regularly with bilingual teachers to ensure that ELD's are being used to encourage the English language and appropriate development. Bilingual instructional specialist will continue to provide support.			
2) Building planned walk-throughs will monitor the progress of teachers and students in this area.			
3) Bilingual teachers will follow the revised time continuum for the Language Arts area allowing increased time in the English Language Arts area. Grade Level Yearly TELPAS Progress will increase to: First Grade: 44% Second Grade: 36% Third Grade: 46% Fourth Grade: 55%			
4) A representative from each grade level will attend the bilingual focus meetings, and information will be shared vertically. Language skills and vocabulary will be aligned at the vertical meetings. English tests will be administered as suggested by the district. Currently Fourth Grade has 6 Spanish testers based on years in school.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished  = No Progress = Discontinue			

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

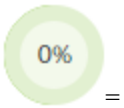
Performance Objective 1: 100 % of Tier 2 and Tier 3 intervention students and other At-Risk students will increase CBA scores by 10% each nine weeks. Tier 3 students will be monitored closely for special education testing only after sufficient Tier I and II instruction.

Next Year's Recommendation 1: Meets objective

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. A-Z (Razz Kids) license will be purchased for home and school reading.	33%	66%	25%
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 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. Special education students will work with resource teachers during this time, and African American students will receive targeted support from building specialists.	33%	100%	30%
3) Team meetings/PLC's will discuss and chart student progress. Students will be discussed individually. Teams will adhere to the standards set forth in the PLC Hybrid including stating norms and SMART Goals.	66%	100%	30%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	0%	66%	60%

= Accomplished



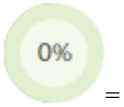
= No Progress

= Discontinue

Performance Objective 2: For the 2018-2019 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."	33%	66%	90%
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.	33%	66%	65%
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.	33%	33%	50%
4) The school marquee will display attendance information and also reminders to return absence notes quickly. Attendance celebrations will also be displayed.	33%	66%	75%

Strategy Description	Formative Reviews		
	Oct	Feb	June

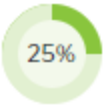
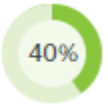
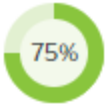
= Accomplished 

= 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.

Next Year's Recommendation 3: Exceeds

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.	66%	66%	70%
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.	66%	100%	85%
3) Vertical meetings will be held at least twice a semester.	33%	100%	30%
4) Inclusion team (CAP) will continue to ensure that all students will be given the opportunity to work in the LRE.	66%	100%	55%

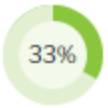
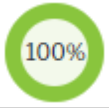
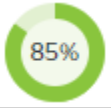
Strategy Description	Formative Reviews		
	Oct	Feb	June
5) Small group activities/stations will be included in all subjects and will include tasks for below-level students and students that obtain early mastery of skills. Work stations will provide a spiraling set of materials to accommodate students 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. Spanish students will receive this instruction using Solutiones in Grades 1,2, and 3. Motivation Math, Reading, and Writing Workbooks will be used as support for students in third and fourth grade. They will be used in small groups to focus on needed skils and appropriate focus groups.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
= Accomplished = 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.

Next Year's Recommendation 1: Exceeds

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Character and career education will be provided by the counselor. We will work to ensure African American guests/careers are represented.			
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. Retired teachers will also be used in classrooms and library to help students and teachers.			
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.			

Strategy Description	Formative Reviews		
	Oct	Feb	June
	100% = Accomplished	0% = 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.

Next Year's Recommendation 2: Exceeds

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.	33%	100%	95%
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. We will ensure that African American cultures are represented.	33%	66%	90%
3) Open circulation, G/T activities, Lunch Book Club, and Technology Avenues are examples of all students being served.	66%	66%	90%
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 to Itz Pizza.	33%	100%	90%
5) Summer Slide Reading Program benefits and downfalls will be studied and analyzed as we adjust for the next summer.	33%	100%	95%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	0%	0%	10%
7) A reading committee will participate actively in developing special reading days, in evaluating the AR program, and incorporating ways to develop more independent time for student reading. It will also discuss the effectiveness of the summer reading program and discuss options for this summer.	33%	33%	60%

= Accomplished

= No Progress

= Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: All classroom teachers will be re-trained and will review and show an understanding of all RTI processes.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus peer facilitators will re-train all classroom teachers to administer the WRAP and collect running records. Callibrations will now take place within grade levels to ensure accuracy and an in-depth knowledge of fix-up strategies.	100%	100%	50%
2) Parents will be enthusiastically invited to attend and participate in intervention meetings. They will also work with counselor to understand parent compact and engagement policy.	66%	100%	90%
3) Campus intervention committee will meet with all grades once per semester to improve communication and to ensure the process is working well.	33%	33%	35%
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	66%	100%	80%

100% = Accomplished 0% = 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.

Next Year's Recommendation 2: Exceeds

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. Ruby Payne research and dynamics will be reviewed to help focus on poverty and African American students. Teachers will lead these studies for T-TESS credit. N. Smith has volunteered to take the lead on this Ruby Payne training. In addition, the staff will participate in a book study, "From Rage to Hope."	33%	66%	0%
2) Grade-level staff will attend district staff development and share with other staff.	33%	100%	90%
3) The staff will participate in birthday recognitions, staff lunches, fitness activities (Yoga, Volleyball, CATCH,etc.) to provide an environment that is caring and understanding and that also promotes social and emotional well-being. Staff will also participate at 100% in district fitness challenges.	33%	100%	80%
4) Conscious Discipline training will continue in August and will be aligned with Safe and Civil and CHAMPS. The building team will focus on adjusting some areas and improving the implementation. Cafeteria protocol will be addressed first.	66%	100%	40%
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.	33%	66%	90%
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.	66%	100%	90%

Strategy Description	Formative Reviews		
	Oct	Feb	June
7) Recognize staff that has perfect attendance for the month. They will earn a Monday jean pass.	66%	100%	90%

100% = Accomplished 0% = 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.	66%	100%	40%
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.	66%	100%	90%
3) An analysis of the areas where students have stated they do not feel safe or where more problems are tracked	66%	66%	10%
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.	66%	66%	10%

Strategy Description	Formative Reviews		
	Oct	Feb	June
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.	100%	100%	80%
6) All staff will be trained on the A.L.I.C.E. safety procedures. Training will be in October on an early dismissal day and will be conducted by the Pasadena School District Police.	33%	100%	90%

= Accomplished

= 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 2018-2019 year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Host reading, math, and science academic nights that focus on family participation. Opportunities to discuss parent engagement and the parent compact will be offered.	33%	66%	95%
2) 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. Fall Festival in October will focus on reading and math evening and also a "haunted house." Other parent evenings and mornings will be planned.	33%	100%	90%
3) Send home weekly folders with academic and behavioral information and include a request for a positive conference during the first nine weeks of school. Reminders to parents will also be included in weekly folders.	66%	100%	95%
4) Provide a monthly newsletter and calendar of events. Continue to provide parent reminders concerning compact and engagement.	33%	66%	65%

Strategy Description	Formative Reviews		
	Oct	Feb	June
5) 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.	66%	66%	90%
6) Provide updated information and pictures on the school website with calendar of activities.	33%	66%	90%
7) Students will participate in performances or presentations monthly to increase parental involvement. These will be tied to the counselor's parenting classes. Parent engagement will be a focus.	33%	100%	90%
8) 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.	33%	66%	40%
9) Teachers in Grades kindergarten through third grade will implement the Ready Rosie parent involvement/communication system. Ready Rosie will allow teachers to send parents helpful videos and messages, and they system will also send parents helpful videos and information.	33%	33%	80%

100% = Accomplished 0% = No Progress = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: During the 2018-2019 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 and parents to participate in Career Day. Work to provide African American community leaders and business representatives.	33%	33%	80%
2) Actively pursue grants.	33%	66%	50%
3) Students will participate in collecting box tops and contributions from businesses that will be used to adopt a specified school project.	66%	66%	90%
4) The school nurse will have our students participate in the "See to Succeed" vision program and the "Dental Screenings" for second grade students.	33%	66%	90%
5) Use businesses and agencies to support Young's annual Health Fair and other career/college activities.	33%	33%	35%
6) Work with Horace Mann, Gulf Coast Credit Union and other business representatives to provide and support school activities and events. Examples include lunches for teachers.	66%	66%	90%

100% = Accomplished 0% = 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 2018-2019 school year, 100% of teachers and support staff will participate in technology training.

Next Year's Recommendation 1: Technology lessons will be specific for each grade level. Technology will be taught in a way that it will enhance the teachers lessons. Students will also be trained by teachers to use Clever to make technology tailored to their needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase integration of technology in classroom.	66%	40%	70%
2) Provide computer access to parents for research to assist in student science fair projects.	33%	66%	90%
3) Live video announcements will continue on Thursday. This will involve students and staff. Updating our system this year with help from district.	66%	90%	90%
4) Three computer labs will be fully functional for classroom usage, and one tech app person will manage the main lab.	33%	33%	45%
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.	66%	66%	50%

100% = Accomplished 0% = No Progress = Discontinue

Violent and Criminal Offense Report 2018-2019 School Year

	School Level				
Offense	Elementary	Middle	Intermediate	High	Total
Engages in Conduct Punishable as a Felony	0	0	0	8	8
Marijuana, Controlled Substance or Dangerous Drug	0	7	113	323	443
Alcohol	0	18	16	13	47
Abuse of Volatile Chemical	0	0	0	0	0
Public Lewdness/Indecent Exposure	0	0	7	25	32
Retaliation Against School Employee	0	0	-	0	-
Uses, Exhibits or Possesses a Firearm	0	0	0	-	-
Uses, Exhibits or Possesses an Illegal Knife	0	0	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	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	0	0
Aggravated Kidnapping	0	0	0	0	0
Criminal Mischief-$1500 or more	0	0	0	0	0
Terroristic Threat	0	-	12	7	20
Assault Against Employee or Volunteer	0	-	-	8	13
Assault Against Someone other than School Employee or Volunteer	0	-	11	35	49
Aggravated Assault Against Employee or Volunteer	0	0	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	0	0
School Related Gang Violence	0	0	0	0	0
False Alarm Report	0	0	0	0	0
Felony Controlled Substance Violation	0	0	0	10	10
Felony Alchol Violation	0	0	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	0	0

SSCO - Safety School Choice Option

Both SSCO and Violent Criminal Offenses

Report of 2016-2017 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2018

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 2016-2017 high school graduates who attended public four-year and two-year higher education in FY 2018. 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 2017, spring 2018, and summer 2018 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 2018, 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 2018 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 FY2017
Enrolled in Texas Public or Independent Higher Education in FY 2018

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	27	23	32	39	38	1
		Two-Year Public Colleges	385	135	72	59	53	42	24
		Independent Colleges & Universities	24						
		Not Trackable	19						
		Not Found	384						
		Total High School Graduates	972						
	101917001	PASADENA HIGH SCHOOL							
		Four-Year Public University	94	18	13	23	28	11	1
		Two-Year Public Colleges	191	65	28	18	37	24	19
		Independent Colleges & Universities	1						
		Not Trackable	42						
		Not Found	228						
		Total High School Graduates	556						
	101917013	PASADENA MEMORIAL H S							
		Four-Year Public University	123	27	12	25	32	25	2
		Two-Year Public Colleges	324	96	58	58	40	49	23
		Independent Colleges & Universities	6						
		Not Trackable	35						
		Not Found	287						
		Total High School Graduates	775						

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 FY2017
Enrolled in Texas Public or Independent Higher Education in FY 2018

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	58	14	12	13	10	8	1
		Two-Year Public Colleges	229	78	29	34	44	30	14
		Independent Colleges & Universities	4						
		Not Trackable	56						
		Not Found	251						
		Total High School Graduates	598						
	101917003	SOUTH HOUSTON HIGH SCHOOL							
		Four-Year Public University	64	13	12	12	18	9	0
		Two-Year Public Colleges	203	70	26	32	40	23	12
		Independent Colleges & Universities	7						
		Not Trackable	35						
		Not Found	249						
		Total High School Graduates	558						

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.